



Direktorat Sekolah Menengah Pertama  
Direktorat Jenderal Pendidikan Anak Usia Dini,  
Pendidikan Dasar, dan Pendidikan Menengah  
Kementerian Pendidikan dan Kebudayaan RI

**MODUL PEMBELAJARAN JARAK JAUH  
PADA MASA PANDEMI COVID-19  
UNTUK JENJANG SMP**

Mata pelajaran

# **BAHASA INGGRIS**

Semester Genap

**KELAS  
IX**



# **MODUL PEMBELAJARAN JARAK JAUH PADA MASA PANDEMI COVID-19 UNTUK JENJANG SMP**

Mata Pelajaran Bahasa Inggris – Kelas IX Semester Genap

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Pendidikan Dasar, dan Pendidikan Menengah  
Kementerian Pendidikan dan Kebudayaan RI

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# Kata Pengantar

Puji Syukur kehadiran Allah SWT, karena atas limpahan rahmat-Nya, kami dapat melaksanakan salah satu tugas dan fungsi Direktorat Sekolah Menengah Pertama (SMP) yang tertuang dalam Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor: 9 Tahun 2020, tentang Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor: 45 Tahun 2019, tentang Organisasi dan Tata Kerja Kementerian Pendidikan dan Kebudayaan, antara lain “pelaksanaan kebijakan penjaminan mutu di bidang penilaian pada sekolah menengah pertama” dan “fasilitasi penyelenggaraan di bidang penilaian pada sekolah menengah pertama”.

Sejalan dengan pelaksanaan tugas dan fungsi tersebut serta beberapa kebijakan dan regulasi terkait lainnya, khususnya kebijakan dan regulasi yang terkait dengan pelaksanaan pendidikan pada masa pandemi Covid-19, kami telah berhasil menyusun sejumlah modul dari sembilan mata pelajaran, yang disesuaikan dengan kebijakan kurikulum kondisi khusus dan pelaksanaan Pembelajaran Jarak Jauh (PJJ) pada masa pandemi Covid-19 untuk jenjang Sekolah Menengah Pertama (SMP). Selain itu, telah dihasilkan pula buku Pedoman Pengelolaan Pembelajaran Jarak Jauh jenjang SMP pada masa pandemi Covid-19. Penyiapan dokumen-dokumen tersebut dilakukan dalam rangka mendukung pelaksanaan kebijakan penjaminan mutu dan pemberian fasilitasi penyelenggaraan pendidikan, khususnya untuk jenjang SMP pada masa pandemi Covid-19 ini.

Besar harapan kami, agar dokumen-dokumen yang telah dihasilkan oleh Direktorat SMP bersama tim penulis yang berasal dari unsur akademisi dan praktisi pendidikan tersebut, dapat dimanfaatkan secara optimal oleh semua pihak terkait, baik dari unsur dinas pendidikan kabupaten/kota, para pendidik, dan tenaga kependidikan, sehingga pada akhirnya dapat menjadi bagian alternatif yang dapat membantu sekolah dalam penyelenggaraan pendidikan.

Kami menyadari bahwa dokumen yang dihasilkan ini masih terdapat banyak kekurangan. Oleh karena itu, kami sangat mengharapkan kritik dan saran dari berbagai pihak, untuk perbaikan dan penyempurnaan lebih lanjut.

Kami menyampaikan ucapan terima kasih dan penghargaan yang setinggi-tingginya atas peran serta aktif dari berbagai pihak dalam penyusunan semua dokumen yang dikeluarkan oleh Direktorat SMP tahun 2020 ini. Secara khusus diucapkan terima kasih dan penghargaan kepada tim penyusun yang telah bekerja keras dalam menuntaskan penyusunan dokumen-dokumen tersebut.

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Direktur Sekolah Menengah Pertama,



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# Pendahuluan

Modul ini merupakan bahan ajar berseri yang dirancang untuk Ananda gunakan dalam belajar mandiri. Modul ini akan membantu dan memberikan pengalaman belajar yang bermakna bagi Ananda untuk mencapai kompetensi yang dituju secara mandiri.

Sebagai bahan ajar, unsur-unsur pokok modul ini terdiri atas (a) tujuan pembelajaran, (b) aktivitas pembelajaran, dan (c) evaluasi. Tujuan pembelajaran menjadi sasaran penguasaan kompetensi yang dituju dalam belajar. Aktivitas pembelajaran berupa aktivitas-aktivitas yang Ananda akan lakukan agar memperoleh pengalaman-pengalaman belajar yang bermakna dalam mencapai tujuan pembelajaran. Evaluasi ialah proses penentuan kesesuaian antara proses dan hasil belajar dengan tujuan pembelajaran. Dalam hal ini, evaluasi bertujuan untuk memberikan latihan sekaligus mengukur tingkat ketercapaian kompetensi yang Ananda peroleh sesuai dengan tujuan pembelajaran yang telah ditetapkan pada bagian awal modul.

Modul ini menggunakan pendekatan belajar tuntas. Dalam hal ini Ananda harus mencapai tingkat ketuntasan kompetensi tertentu sebelum Ananda melanjutkan untuk pencapaian kompetensi selanjutnya pada modul berikutnya.

Belajar mandiri ialah proses belajar aktif yang Ananda akan lakukan dengan menggunakan modul ini. Dalam belajar aktif tersebut dibutuhkan dorongan niat atau motif Ananda untuk menguasai kompetensi yang telah ditetapkan pada bagian awal modul. Sasaran utama dalam belajar mandiri tersebut ialah Ananda dapat memperoleh kompetensi yang telah ditetapkan serta memperoleh kemandirian dalam belajar.

Aktivitas pembelajaran dalam modul ini berpusat pada diri Ananda, bukan pada guru maupun materi ajar. Artinya, Ananda merupakan subjek yang aktif dan bertanggung jawab dalam pembelajaran Ananda sendiri sesuai dengan kecepatan belajar Ananda.

Strategi pembelajaran dalam modul ini memfasilitasi pengalaman belajar bermakna. Selain memperoleh kompetensi utama, yaitu kompetensi yang ditetapkan pada tujuan pembelajaran, Ananda juga akan memperoleh pengalaman belajar terkait dengan pengembangan karakter, literasi, berpikir kritis, kreativitas, kolaborasi, dan komunikasi efektif.

Modul ini juga dapat digunakan oleh orang tua Ananda secara mandiri untuk mendukung aktivitas belajar Ananda di rumah. Dukungan orang tua sangat diharapkan agar Ananda benar-benar memiliki kebiasaan belajar yang mandiri dan bertanggungjawab. Orang tua juga diharapkan menyediakan diri untuk berdiskusi dan terlibat dalam aktivitas belajar jika Ananda membutuhkannya.

Aktivitas-aktivitas belajar Ananda dalam modul ini sedapat mungkin memaksimalkan potensi semua sumber belajar yang ada di lingkungan sekitar Ananda. Amatilah dan manfaatkanlah.

Setiap aktivitas pembelajaran dapat disesuaikan dengan kondisi Ananda, orang tua, guru, sekolah, dan lingkungan sekitar. Bagaimana pun utamakan kesehatan. Jangan melakukan hal-hal yang membahayakan kesehatan diri sendiri, keluarga, guru, sekolah, dan lingkungan Ananda.

Tetap semangat dan selamat belajar!



**Modul**

**1**



**Let Me  
Tell You.**



# Kompetensi Dasar

**3.4** Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *information report* lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.

**4.4** Teks *information report*

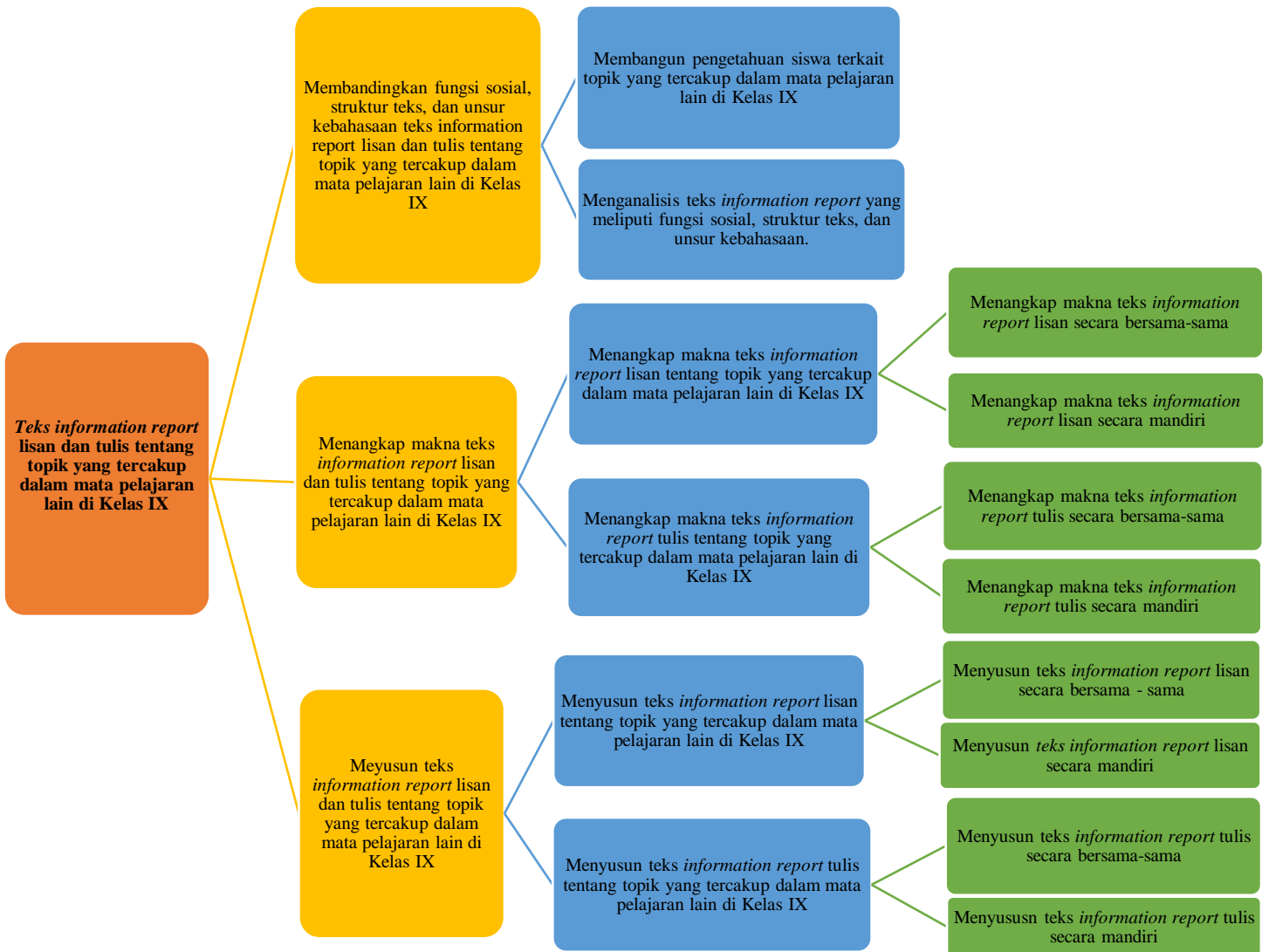
**4.4.1** Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *information report* lisan dan tulis, sangat pendek dan sederhana terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.

**4.4.2** Menyusun teks *information report* lisan dan tulis, sangat pendek dan sederhana terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.





# Peta Kompetensi





# Tujuan Pembelajaran

Pembelajaran ke-	Tujuan Pembelajaran
1	<ol style="list-style-type: none"><li>1. Melalui kegiatan membaca teks tentang bakteri, siswa dapat menentukan apakah sejumlah pernyataan tentang teks tersebut benar atau salah dengan tepat.</li><li>2. Melalui kegiatan membaca teks tentang jamur, siswa dapat menentukan arti kosakata dalam bahasa Indonesia dengan tepat.</li><li>3. Melalui kegiatan membaca teks yang sama, siswa dapat menjawab pertanyaan-pertanyaan dengan benar.</li><li>4. Melalui kegiatan mendengarkan guru yang berbicara tentang tungau, siswa dapat menentukan arti kosakata dalam bahasa Indonesia dengan tepat.</li><li>5. Melalui kegiatan mendengarkan teks yang sama, siswa dapat menyebutkan lima fakta tentang tungau dengan benar.</li><li>6. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri dengan baik.</li><li>7. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi dengan baik.</li><li>8. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi dengan baik.</li></ol>
2	<ol style="list-style-type: none"><li>1. Melalui kegiatan membaca teks tentang semut, siswa dapat menjawab pertanyaan-pertanyaan dengan benar.</li><li>2. Melalui kegiatan membaca teks yang sama dan penjelasan tentang bagian teks <i>information report</i>, siswa dapat menentukan bagian-bagian teks <i>information report</i> dengan benar.</li><li>3. Melalui kegiatan membaca teks tentang rayap, siswa dapat memberi label pada bagian teks dan menjawab pertanyaan-pertanyaan dengan benar.</li></ol>

**Pembelajaran  
ke-**

**Tujuan Pembelajaran**

4. Melalui kegiatan membaca penjelasan tentang tata bahasa dan kosakata teks *information report*, siswa dapat menentukan tata bahasa dan kosakata yang sesuai untuk teks *information report* dengan benar.
5. Setelah membaca teks tentang kumbang, siswa dapat menjawab pertanyaan-pertanyaan dengan benar.
6. Setelah membaca teks tentang semut dan kumbang, siswa dapat membandingkan kesamaan kedua teks tersebut berdasarkan elemen tujuan, bagian, tata bahasa, dan kosakatanya dengan benar.
7. Setelah menyaksikan video tentang nematoda, siswa dapat melengkapi skrip videonya dengan tepat.
8. Setelah menyaksikan video yang sama, siswa dapat menemukan kesimpulan dari diskusi dengan guru, teman, atau keluarga dengan benar.
9. Setelah menyaksikan video yang sama, siswa dapat mengucapkan berbagai kosakata dari video tersebut dengan tepat.
10. Setelah menyaksikan video tentang semut, siswa dapat melengkapi tabel dengan benar.
11. Setelah menyaksikan video tentang semut, siswa dapat mengucapkan berbagai kosakata dari video tersebut dengan tepat.
12. Setelah menyaksikan video tentang nematoda dan semut, siswa dapat membandingkan kesamaan kedua video tersebut berdasarkan elemen tujuan, bagian, tata bahasa, kosakata, dan pengucapan dengan benar.
13. Setelah membaca teks yang sama dan video yang sama, siswa dapat membandingkan kesamaan antara teks dan videonya berdasarkan elemen tujuan, bagian, tata bahasa, kosakata dengan tepat.
14. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri dengan baik.
15. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi dengan baik.

Pembelajaran ke-	Tujuan Pembelajaran
	16. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi dengan baik.
3	<ol style="list-style-type: none"> <li>1. Setelah membaca beberapa poin informasi yang tersedia tentang cacing tanah, siswa dapat melengkapi teks rumpang tentang cacing tanah bersama-sama dengan teman atau keluarga dengan benar.</li> <li>2. Berdasarkan teks tentang cacing tanah yang sudah dilengkapi, siswa dapat menceritakan ulang isi teks tersebut berdasarkan poin-poin yang disediakan dengan benar.</li> <li>3. Setelah melihat video tentang cacing, siswa dapat melengkapi ringkasan video dengan berpasangan dengan tepat.</li> <li>4. Setelah mencari informasi tentang liung, siswa dapat menulis teks <i>information report</i> sesuai dengan informasi yang didapatkan dengan benar.</li> <li>5. Secara berpasangan, siswa dapat menulis teks <i>information report</i> tentang liung dengan memperhatikan fungsi sosial, struktur teks, dan ciri-ciri kebahasaan teks <i>information report</i> dengan benar.</li> <li>6. Secara berpasangan, siswa dapat menulis teks <i>information report</i> tentang liung sesuai dengan informasi yang disediakan pada tabel dengan tepat.</li> <li>7. Secara berpasangan, siswa dapat menulis teks <i>information report</i> tentang lipan dengan benar.</li> <li>8. Secara berpasangan, siswa dapat menyiapkan dan memperagakan presentasi lisan tentang lipan sesuai dengan teks yang ditulis pada aktifitas sebelumnya dengan memperhatikan tujuan, bagian, tata bahasa, dan kosakata pada presentasi mereka dengan benar.</li> <li>9. Setelah melihat video tentang kutu kayu, siswa dapat menceritakan kembali isi video dengan tepat secara berpasangan dengan benar.</li> <li>10. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri dengan baik.</li> </ol>

Pembelajaran ke-	Tujuan Pembelajaran
	<ol style="list-style-type: none"> <li>11. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi dengan baik.</li> <li>12. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi dengan baik.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Setelah melihat video tentang kelinci, secara mandiri siswa dapat menulis ulang informasi yang mereka dapat dari video tersebut berdasarkan poin-poin yang disediakan.</li> <li>2. Setelah membaca beberapa poin informasi yang dicari tentang kelinci, secara mandiri siswa dapat menulis teks <i>information report</i> sesuai dengan informasi yang diberikan dengan benar.</li> <li>3. Setelah membaca teks tentang tikus mondok, siswa dapat menceritakan ulang isi teks tersebut dengan benar secara mandiri.</li> <li>4. Setelah mencari informasi tentang laba-laba tanah, siswa dapat menulis teks <i>information report</i> sesuai dengan informasi yang didapatkan dengan benar.</li> <li>5. Secara mandiri, siswa dapat menulis teks <i>information report</i> tentang laba-laba tanah dengan memperhatikan tujuan, bagian, tata bahasa, dan kosakata pada teks mereka dengan benar.</li> <li>6. Secara mandiri, siswa dapat menyiapkan dan memperagakan presentasi tentang laba-laba tanah sesuai dengan teks yang ditulis pada aktifitas sebelumnya dengan memperhatikan tujuan, bagian, tata bahasa, kosakata, dan pengucapan pada presentasi mereka dengan benar.</li> <li>7. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku tanggung jawab dan percaya diri dengan baik.</li> <li>8. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi dengan baik.</li> <li>9. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi dengan baik.</li> </ol>



# Peran Guru & Orang Tua

Pembelajaran ke-	Peran Guru	Peran Orang Tua
1	<ol style="list-style-type: none"><li>1. Menyediakan bahan ajar utama dan bahan ajar pendukung</li><li>2. Membacakan teks tentang bakteri, jamur, dan tungau jika harus disimak siswa dan apabila siswa tidak memiliki fasilitas untuk mendengarkan</li><li>3. Berdiskusi dan membahas jawaban-jawaban siswa pada aktivitas-aktivitas di pembelajaran ini</li><li>4. Memberikan bantuan teknis apabila siswa mengalami kendala</li></ol>	<ol style="list-style-type: none"><li>1. Memastikan ketersediaan bahan ajar</li><li>2. Memberikan bantuan teknis apabila anak mengalami kendala</li><li>3. Menjembatani komunikasi antara guru dengan anak</li></ol>
2	<ol style="list-style-type: none"><li>1. Menyediakan bahan ajar utama dan bahan ajar pendukung</li><li>2. Membacakan teks tentang semut, rayap, kumbang, dan nematode jika harus disimak siswa dan apabila siswa tidak memiliki fasilitas untuk mendengarkan</li><li>3. Berdiskusi dan membahas jawaban-jawaban siswa di aktivitas-aktivitas pada pembelajaran ini</li><li>4. Memberikan bantuan teknis apabila siswa mengalami kendala</li></ol>	<ol style="list-style-type: none"><li>1. Memastikan ketersediaan bahan ajar</li><li>2. Memberikan bantuan teknis apabila anak mengalami kendala</li><li>3. Menjembatani komunikasi antara guru dengan anak</li></ol>
3	<ol style="list-style-type: none"><li>1. Menyediakan bahan ajar utama dan bahan ajar pendukung</li></ol>	<ol style="list-style-type: none"><li>1. Memastikan ketersediaan bahan ajar</li><li>2. Menyediakan fasilitas untuk anak mencari informasi tentang cacing</li></ol>

Pembelajaran ke-	Peran Guru	Peran Orang Tua
	<ol style="list-style-type: none"> <li>2. Berdiskusi dan membahas informasi tentang cacing tanah, cacing, liung, lipan, dan lintah</li> <li>3. Berdiskusi dan membahas tulisan-tulisan siswa pada aktivitas-aktivitas pada pembelajaran ini</li> <li>4. Memberikan bantuan teknis apabila siswa mengalami kendala</li> </ol>	<p>tanah, cacing, liung, lipan, dan lintah</p> <ol style="list-style-type: none"> <li>3. Memberikan bantuan teknis apabila anak mengalami kendala</li> <li>4. Menjembatani komunikasi antara guru dengan anak</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Menyediakan bahan ajar utama dan bahan ajar pendukung</li> <li>2. Berdiskusi dan membahas informasi tentang kelinci, tikus mondok, laba-laba tanah, dan celurut.</li> <li>3. Berdiskusi dan membahas tulisan-tulisan siswa di aktivitas-aktivitas pada pembelajaran ini</li> <li>4. Memberikan bantuan teknis apabila siswa mengalami kendala</li> </ol>	<ol style="list-style-type: none"> <li>1. Memastikan ketersediaan bahan ajar</li> <li>2. Menyediakan fasilitas untuk anak mencari informasi tentang kelinci, tikus mondok, laba-laba tanah, dan celurut.</li> <li>3. Memberikan bantuan teknis apabila anak mengalami kendala</li> <li>4. Menjembatani komunikasi antara guru dengan anak</li> </ol>



# Lesson 1

## What Do You Know about It?

At the end of the lesson, you will be able to explain various kinds of information about the organisms living in the soil.

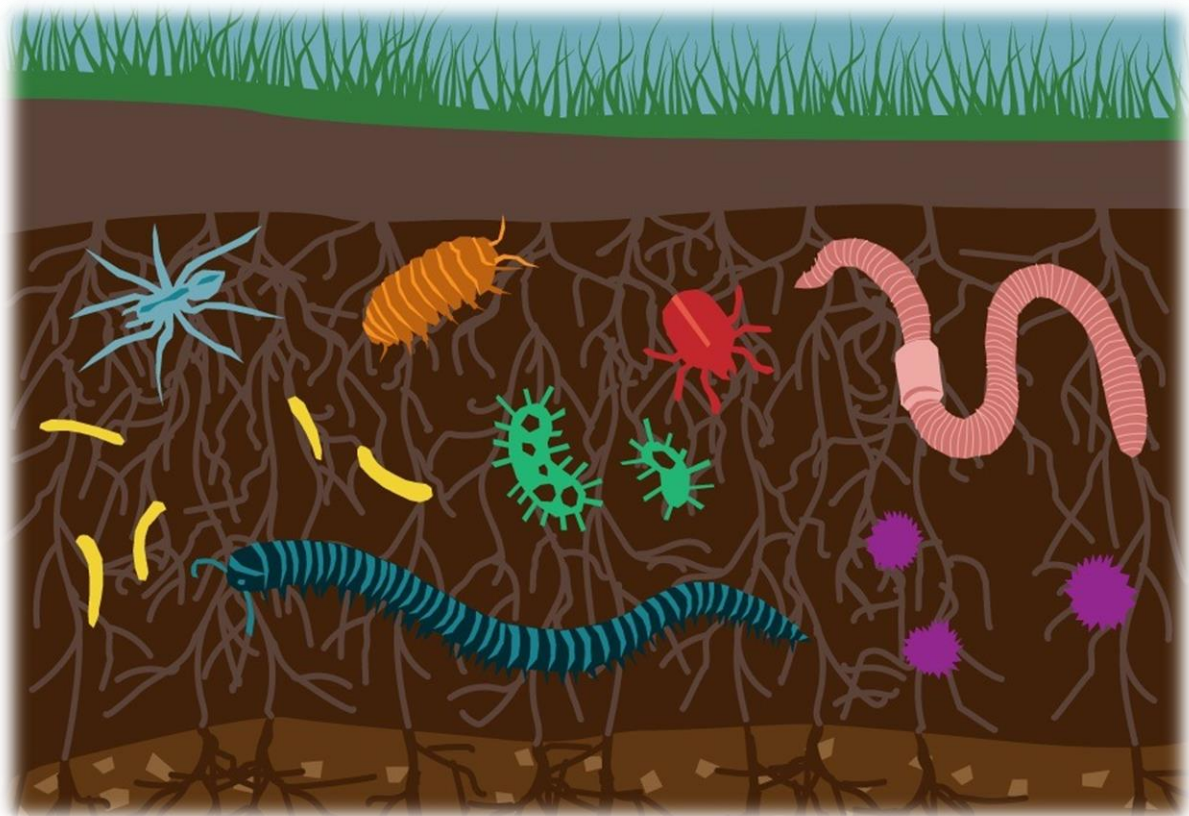


## Let's Get Ready



**Look at the picture below. Then, answer the questions.**

*Lihat gambar di bawah ini. Kemudian, jawablah pertanyaan-pertanyaanya!*



Picture 1

### Questions

1. What is the picture about?
2. Do you know the names of the organisms in the picture?
3. Have you ever seen them in your daily life?
4. Where can you find them?
5. Can you see all of them only with your eyes and with no equipment?
6. Do you remember studying organisms living in the soil in your science subject?

## Let's Study



**From the answers to the questions above, you know that there are many living organisms in the soil. In this lesson, let's study various organisms living in the soil.**

*Dari jawaban terhadap pertanyaan-pertanyaan di atas, Ananda tahu bahwa ada banyak makhluk hidup di dalam tanah. Pada pembelajaran ini, marilah kita belajar tentang berbagai makhluk hidup yang hidup di dalam tanah.*



### Activity 1

**Read the text about bacteria below to state whether the statements are true or false.**

*Bacalah teks tentang bakteri di bawah ini untuk menyatakan apakah pernyataan-pernyataan berikut ini benar atau salah!*

**The following words or phrases may help you.**

*Kata-kata atau frasa-frasa berikut ini mungkin akan membantu Ananda.*

English	Indonesian
cell ( <i>noun</i> )	: sel
coil ( <i>noun</i> )	: gulungan
curved ( <i>adjective</i> )	: lengkung
exist ( <i>verb</i> )	: ada
nucleus ( <i>noun</i> )	: inti
organism ( <i>noun</i> )	: organisme
prokaryote ( <i>noun</i> )	: prokariota
rod-shaped ( <i>adjective</i> )	: berbentuk batang
shape ( <i>noun</i> )	: bentuk
soil ( <i>noun</i> )	: tanah
spherical ( <i>adjective</i> )	: bulat
tight ( <i>adjective</i> )	: ketat

## Bacteria



Picture 2

Bacteria are single-cell organisms that are neither plants nor animals. Bacterial cells are different from plant and animal cells. Bacteria are prokaryotes, which mean they have no nucleus. They usually measure a few micrometers in length and exist together in communities of millions. A gram of soil typically contains about 40 million bacterial cells.

There are many different types of bacteria. One way of classifying them is by shape. There are three basic shapes. The first type is spherical shaped bacteria. Bacteria shaped like a ball are called cocci, and a single bacterium is a coccus. Examples of spherical shaped bacteria include the streptococcus group.

The second type is rod-shaped bacteria. These are known as bacilli (singular bacillus). Some rod-shaped bacteria are curved. These are known as vibrio. Examples of rod-shaped bacteria include *Bacillus anthracis* or anthrax.

The last type is spiral shaped bacteria. These are known as spirilla (singular spirillus). If their coil is very tight they are known as spirochetes. Leptospirosis, Lyme disease, and syphilis are caused by bacteria of this shape.

(Adapted from <https://www.medicalnewstoday.com/articles/157973#types>)

No.	Statements	True/False
1.	Bacteria only have one cell.	
2.	The cells of bacteria are similar to animal cells.	
3.	Bacteria can be classified based on their shape.	
4.	Cocci are a type of long shaped bacteria.	
5.	Syphilis are caused by round shaped bacteria	



### Activity 2

Read the text about fungi below. Match the English words/phrases with the Indonesian meanings by drawing lines. Then, answer the questions that follow.

Bacalah teks tentang jamur di bawah ini! Pasangkan kata-kata/frasa dalam bahasa Inggris dengan artinya dalam bahasa Indonesia dengan menggambar garis! Kemudian, jawablah pertanyaan-pertanyaannya!

**Fungi**

Fungi (singular fungus) are among the most widely distributed organisms on Earth and are of great environmental and medical importance. Many fungi are free-living in soil or water. Other fungi form parasitic or symbiotic relationships with plants or animals.

Fungi are eukaryotic organisms. This means that their cells contain membrane-bound organelles and clearly defined nuclei. Historically, fungi were included in the plant kingdom. However, because fungi lack chlorophyll, they have been separated from plants. In addition, fungi are clearly distinguished from all other living organisms, including animals.

A typical fungus consists of a mass of branched, tubular filaments enclosed by a rigid cell wall. The filaments, called hyphae (singular hypha), branch repeatedly into a complicated, radially expanding network called the mycelium, which makes up the thallus, or undifferentiated body, of the typical fungus.

(Adapted from <https://www.britannica.com/science/fungus>)

No.	English	Indonesian
1.	among ( <i>preposition</i> )	• kaku
2.	are distinguished ( <i>verb phrase</i> )	• jamur
3.	contain ( <i>verb</i> )	• termasuk
4.	enclosed ( <i>adjective</i> )	• parasit
5.	filament ( <i>noun</i> )	• simbiotik
6.	fungus ( <i>noun</i> )	• berisi

7.	growth ( <i>noun</i> )	• dimasukkan
8.	intake ( <i>noun</i> )	• kekurangan
9.	lack ( <i>verb</i> )	• dibedakan
10.	parasitic ( <i>adjective</i> )	• pertumbuhan
11.	rigid ( <i>adjective</i> )	• pemasukan
12.	symbiotic ( <i>adjective</i> )	• filamen
13.	typical ( <i>adjective</i> )	• tertutup
14.	were included ( <i>verb phrase</i> )	• khas

### Questions

1. What is the writer's purpose in writing the text?

---



---

2. Where can you find such a texts?

---



---

3. Where do fungi live?

---



---

4. Are fungi categorized as plants?

---



---

5. Write three facts of fungi based on the text.

(a) \_\_\_\_\_

---

(b) \_\_\_\_\_

---

(c) \_\_\_\_\_

---



### Activity 3

**Listen to your teacher talking about information on mites. Complete the vocabulary table. Then, write and say five facts about mites based on the monolog. You may discuss them with your friends or family.**

*Dengarkan guru Ananda berbicara tentang informasi tentang tungau! Lengkapilah tabel kosakata! Kemudian, tuliskan dan nyatakan lima fakta tentang tungau berdasarkan monolog tersebut! Ananda boleh mendiskusikannya dengan teman atau keluarga.*

No.	English	Indonesian
1.	larval stage ( <i>noun phrase</i> )	:
2.	air tube ( <i>noun phrase</i> )	:
3.	basic ( <i>adjective</i> )	:
4.	directly ( <i>adverb</i> )	:
5.	hatch ( <i>verb</i> )	:
6.	mite ( <i>noun</i> )	:
7.	molt ( <i>verb</i> )	:
8.	tracheae ( <i>noun</i> )	:
9.	unaided ( <i>adjective</i> )	:
10.	visible ( <i>adjective</i> )	:



Picture 3

**Five Facts about Mites**




1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Let's Check



**Based on the texts in Activity 1, Activity 2, and Activity 3, complete the following table.**

*Berdasarkan teks pada Activity 1, Activity 2, dan Activity 3, lengkapilah tabel berikut ini!*

Living Organisms in Soil		
		
Picture 4	Picture 5	Picture 6
Bacteria	Fungi	Mites
<ul style="list-style-type: none"> <li>• The number of cell: _____</li> <li>• Do bacteria have nucleus? _____</li> <li>• Their size in length: _____</li> <li>• Three basic shapes of bacteria: _____ _____ _____</li> </ul>	<ul style="list-style-type: none"> <li>• The singular name for fungi: _____</li> <li>• Fungi are eukaryotic organisms, which mean that: _____ _____ _____</li> <li>• Chlorophyll in fungi: _____</li> <li>• Does a typical fungus have a rigid cell wall? _____</li> </ul>	<ul style="list-style-type: none"> <li>• Are mites insects? _____</li> <li>• The length of mites: _____</li> <li>• How many pairs of legs do mites have? _____</li> <li>• They breathe with: _____ _____ _____</li> </ul>



## Let's Sum Up



There are many organisms in soil. In this lesson, three types of organisms are discussed. What are they? Now, write down more organisms living in the soil that you know individually.

*Ada banyak organisme yang hidup di dalam tanah. Pada pembelajaran ini, tiga organisme yang hidup di dalam tanah didiskusikan. Organisme-organisme apa saja mereka? Sekarang, tuliskan lebih banyak lagi organisme yang hidup di dalam tanah yang Ananda ketahui secara mandiri!*

### Organisms Living in Soil

	_____
	_____
	_____
	_____

## Let's Reflect



**Reflect on what you have done in this lesson by answering the following questions.**

*Refleksikan diri Ananda tentang apa yang telah Ananda pelajari dalam pembelajaran ini dengan cara menjawab pertanyaan-pertanyaan berikut ini!*

Questions	Your Answer
Do you find the topic of organisms living in the soil interesting?	
What is the most interesting thing about organisms living in the soil?	
I can mention some of organisms living in the soil.	
I know the characteristics of some organisms living in the soil.	
Which activity do you find the most challenging?	

## Answer Key

### Lets' Get Ready

#### Sample Answer

1. It is about the organisms living in soil.
2. Yes. They are spiders, bacteria, fungi, worms, and mites.
3. Yes. I have ever seen spiders.
4. I can find them in the soil.
5. Not all of them can be seen without any help of microscope. Without a microscope, I can only see spiders and earthworms.
6. Yes, I do remember studying organisms living in the soil in the science subject.

### Activity 1

No.	Statements	True/False
1.	Bacteria only have one cell.	True
2.	The cells of bacteria are similar to animal cells.	False
3.	Bacteria can be classified based on their shape.	True
4.	Cocci are a type of long shaped bacteria.	False
5.	Syphilis are caused by round shaped bacteria	False

### Activity 2

No.	English	Indonesian
1.	among ( <i>preposition</i> )	antara
2.	are distinguished ( <i>verb phrase</i> )	dibedakan
3.	contain ( <i>verb</i> )	berisi
4.	enclosed ( <i>adjective</i> )	tertutup
5.	filament ( <i>noun</i> )	filamen
6.	fungus ( <i>noun</i> )	jamur
7.	growth ( <i>noun</i> )	pertumbuhan
8.	intake ( <i>noun</i> )	pemasukan
9.	lack ( <i>verb</i> )	kekurangan
10.	parasitic ( <i>adjective</i> )	parasit
11.	rigid ( <i>adjective</i> )	kaku
12.	symbiotic ( <i>adjective</i> )	simbiotik
13.	typical ( <i>adjective</i> )	khas
14.	were included ( <i>verb phrase</i> )	dimasukkan

### Sample Answer

1. The purpose of writing the text is to inform the readers about general information on fungi.
2. We can find such texts in the encyclopedia.
3. Fungi can live in the soil and water.
4. No. Fungi are not categorized as plants.
5. Three facts based on the text are:
  - (a) Fungi form parasitic or symbiotic relationships with plants or animals.
  - (b) Fungi are eukaryotic organisms
  - (c) A typical fungus has a rigid cell wall.

### Activity 3

No.	English	Indonesian
1.	larval stage ( <i>noun phrase</i> )	tahap larva
2.	air tube ( <i>noun phrase</i> )	pipa udara
3.	basic ( <i>adjective</i> )	dasar
4.	directly ( <i>adverb</i> )	secara langsung
5.	hatch ( <i>verb</i> )	menetas
6.	mite ( <i>noun</i> )	tungau
7.	molt ( <i>verb</i> )	berganti bulu
8.	tracheae ( <i>noun</i> )	trakea/batang tenggorok
9.	unaided ( <i>adjective</i> )	tanpa alat
10.	visible ( <i>adjective</i> )	dapat dilihat

### Sample Answer

#### Five facts about mites

- Mites are not insects.
- Some mites can be seen with our eyes without microscope.
- They usually have four pairs of legs.
- They breathe by means of tracheae.
- Their life cycle has four basic stages.

## Let's Check

### Sample Answer

Information of Organisms Living in Soil		
Bacteria	Fungi	Mites
<ul style="list-style-type: none"><li>• The number of cell: One</li><li>• Do bacteria have nucleus? No.</li><li>• Their size in length: A few micrometers</li><li>• Three basic shapes of bacteria: spherical, rod, and spiral</li></ul>	<ul style="list-style-type: none"><li>• The singular name for fungi: fungus</li><li>• Fungi are eukaryotic organisms, which mean that: their cells contain membrane-bound organelles and clearly defined nuclei.</li><li>• Chlorophyll in fungi: lack</li><li>• Does a typical fungus have rigid cell wall? Yes.</li></ul>	<ul style="list-style-type: none"><li>• Are mites insects? No.</li><li>• The length of mites: 1/8 inch or less in length</li><li>• How many pairs of legs do mites have? Four</li><li>• They breathe with: tracheae, or air tubes, but in many species, respiration takes place directly through the skin.</li></ul>

## Let's Sum Up

### Organisms Living in Soil

- Bacteria
- Fungi
- Mites
- Ants
- Earthworms
- Soil spiders
- Rabbits
- Moles
- Etc.

## Let's Reflect

Siswa mengisi tabel refleksi sesuai dengan kondisi masing-masing.

## Listening Script

### Activity 3

Hello everyone. Today, I would like to tell you about mites.

Well, mites are not insects. They are more closely related to spiders. Most mites are visible to the unaided eye and usually measure 1/8 inch or less in length. You know, they can be also microscopic in size. The smallest is about 0.1 mm in length and the largest about 6 mm. They usually have four pairs of legs. In general, they breathe by means of tracheae, or air tubes, but in many species, respiration takes place directly through the skin.

The next information that I would like to tell you is that mites have four basic stages in their life cycle. They are egg, larva, nymph and adult. The egg hatches into a larval stage, which molts to the nymphal stage. After 1-2 more times, the nymph matures into an adult. Mites, have three pairs of legs as larvae and four pairs of legs as nymphs and adults.

I think that's all the information about mites for you. Thank you very much for listening to me.

(Adapted from <https://content.ces.ncsu.edu/mites-that-bug-people> and <https://www.britannica.com/animal/mite>)

**You can continue to the next lesson when you can do at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends or parents.**



## **Lesson 2**

### **Why Not Explore More?**

At the end of the lesson, you will be able to identify the social function, generic structure, and linguistic features of information report texts related to organisms living in the soil.

## Let's Get Ready



**Look at the picture. Then, answer the questions.**

*Ananda, lihatlah gambarnya! Kemudian, jawablah pertanyaan-pertanyaannya!*



Picture 7

### Questions

1. What do you see in the picture?
2. Do you often see them?
3. Do you know where ants usually live?
4. Do you know their characteristics?



## Let's Study



### Activity 1



**Read the text about ants below. Then, answer the questions.**

*Bacalah teks tentang semut di bawah ini. Kemudian, jawablah pertanyaan-pertanyaannya!*

**The following words may help you.**

*Kata-kata berikut ini akan membantu Anda.*

English	Indonesian
alert ( <i>verb</i> )	: mengingatkan/ memperingatkan
colony ( <i>noun</i> )	: koloni
common ( <i>adjective</i> )	: umum
community ( <i>noun</i> )	: komunitas
cooperate ( <i>verb</i> )	: bekerja sama
cycle ( <i>noun</i> )	: siklus
invertebrate ( <i>noun</i> )	: invertebrata
lead ( <i>verb</i> )	: memimpin
mound ( <i>noun</i> )	: gundukan
nectar ( <i>noun</i> )	: nektar
nest ( <i>noun</i> )	: sarang
occur ( <i>verb</i> )	: terjadi
pupa ( <i>noun</i> )	: kepompong
soldier ( <i>noun</i> )	: tentara
span ( <i>verb</i> )	: rentang
spend ( <i>verb</i> )	: menghabiskan
typically ( <i>adverb</i> )	: khas
underground ( <i>noun</i> )	: bawah tanah

## Ants



Picture 8

Ants are common insects. They belong to the Formicidae family. They are invertebrates. More than 10,000 known ant species occur around the world.

They range in size from about 2 to 25 mm. Their color is usually yellow, brown, red, or black. Ants have six legs. They typically live in structured nest communities that may be located underground or soil, in ground-level mounds, or in trees. Ants communicate and cooperate by using chemicals that can alert others to danger or lead them to a food source. They typically eat nectar, seeds, fungus, or insects.

The life cycle of the ant has four stages, including egg, larva, pupa, and adult, and spans a period of 8 to 10 weeks. The queen spends her life laying eggs. The workers are females and do the work of the colony, with larger individuals functioning as soldiers who defend the colony.

(Adapted from <https://www.britannica.com/animal/ant> and <https://www.nationalgeographic.com/animals/invertebrates/group/ants/>)

### Questions

1. What is the writer's purpose in writing the text?
2. Which information can you find from the text? Complete the table.

Information about Ants in the Text		
Information	Yes/No	Description
Size		
Habitat		
Food		
Life Cycle		



## Activity 2

The text about ants you have read in Activity 1 is called an **information report text**. Read the explanation below carefully to understand the parts of information report texts.

*Teks tentang semut pada Activity 1 yang telah Ananda baca disebut sebagai teks information report. Bacalah penjelasan di bawah ini untuk memahami bagian-bagian dari teks information report!*

### Ants

Ants are common insects. They belong to the Formicidae family. They are invertebrates. More than 10,000 known ant species occur around the world.

They range in size from about 2 to 25 mm. Their color is usually yellow, brown, red, or black. Ants typically live in structured nest communities that may be located underground or soil, in ground-level mounds, or in trees. Ants communicate and cooperate by using chemicals that can alert others to danger or lead them to a food source. They typically eat nectar, seeds, fungus, or insects.

The life cycle of the ant has four stages, including egg, larva, pupa, and adult, and spans a period of 8 to 10 weeks. The queen spends her life laying eggs. The workers are females and do the work of the colony, with larger individuals functioning as soldiers who defend the colony.

(Adapted from <https://www.britannica.com/animal/ant> and <https://www.nationalgeographic.com/animals/invertebrates/group/ants/>)

### Parts of the Text

#### General Classification:

Stating the classification of the thing, animal, public place, etc.

#### Description:

Describing the thing, animal, public place etc. which will be discussed in detail.



Picture 9



### Activity 3

**Read the text about termites below. Label the parts of the text. Then, answer the questions.**

*Ananda, bacalah teks tentang rayap di bawah ini! Berilah label pada bagian-bagian teks! Kemudian, jawablah pertanyaan-pertanyaanya!*

**The following words may help you.**

*Kata-kata berikut akan membantu Ananda.*

ability ( <i>noun</i> )	: kemampuan	pipe ( <i>noun</i> )	: pipa
beam ( <i>noun</i> )	: balok	reach ( <i>verb</i> )	: mencapai
chew ( <i>verb</i> )	: mengunyah	termite( <i>noun</i> )	: rayap
foundation ( <i>noun</i> )	: dasar	tunnel ( <i>noun</i> )	: terowongan

#### Termites

#### Parts of the Text

Termites belong to the Rhinotermitidae family. There are about 2,000 known termite species in the world.

Termites can be brownish, light brown, creamy brown, or yellowish brown. Their length can be from 0.3175 cm to 2.54 cm. Their shape can be long, narrow, or oval. They have six legs. They have wings and antenna.

Termites need contact with the soil to survive. They live in underground colonies or in wet areas above ground. They build tunnels to reach food.

They are known as "silent destroyers" because of their ability to chew through wood, flooring and even wallpaper. They eat and sometimes can destroy building foundations, wooden support beams, plastic plumbing pipes, sub-flooring.

(Adapted from <https://www.pestworldforkids.org/pest-guide/termites/>)



Picture 10

## Questions

1. What is the purpose of the writer in writing the text?
2. Which information can you find from the text? Complete the table.

<b>Information about Termites in the Text</b>		
<b>Information</b>	<b>Yes/No</b>	<b>Description</b>
<b>Color</b>		
<b>Size</b>		
<b>Shape</b>		
<b>Habitat</b>		
<b>Food</b>		



#### Activity 4

Besides having structured parts, information report texts also have particular grammar and vocabulary. Read the explanation below carefully to understand the grammar and vocabulary in the information report texts.

*Selain memiliki bagian-bagian teks yang terstruktur, teks information report juga memiliki tata bahasa dan kosakata tertentu. Bacalah penjelasan di bawah ini dengan cermat untuk memahami tata bahasa dan kosakata pada teks information report!*

These examples are taken from the text entitled "Termites" in Activity 3.

Picture 11

### The Grammar in Information Report Texts

#### Nouns and noun phrases

##### Examples:

- creamy brown (*noun phrase*)
- termites (*noun*)
- the soil (*noun phrase*)
- the world (*noun phrase*)
- wet areas (*noun phrase*)
- wood (*noun*)

Discuss the difference(s) between nouns and noun phrases with your friends and teacher.

## Present tense

### Examples:

- Termites need contact with the soil to survive.
- They build tunnels to reach food.
- They have six legs.
- They have wings and antenna.

**Do you still remember the present tense? Discuss it with your friends and teacher.**

## Linking verbs

### Examples:

- is
- are
- have
- belong to
- etc.



**Linking verbs are verbs that serve as a connection between a subject and further information about that subject. They link the words. They do not show the actions.**

## Action verbs

### Examples:

- destroy
- eat
- etc.



**Action verbs are verbs that show the action of the subject.**

## The Vocabulary in Information Report Texts

## Technical or scientific terms

### Examples:

- antenna
- colonies
- *Rhinotermitidae*
- species
- etc.



**Technical or scientific terms are terms or vocabularies used in certain contexts.**

## Descriptive languages

### Examples:

- color
- habitats
- shape
- size
- etc.



The descriptive languages used in information report texts are descriptive languages showing facts.



### Activity 5



Read the text about beetles below. Then, answer the questions.

Bacalah teks tentang kumbang di bawah ini! Kemudian, jawablah pertanyaan-pertanyaanya!

The following words may help you.

Kata-kata berikut akan membantu Ananda.

beneath (preposition)	: di bawah
commensal (noun)	: teman sekamakan
length (noun)	: panjang
occupy (verb)	: menempati



Picture 12

### Beetles

Beetles belong to the Arthropoda phylum. There are over 300,000 species of beetles in the world.

Beetles can be reddish brown, brown, or black. Their length can be from 0.25 cm to 0.635 cm. Their shape can be round, narrow, flat, or oval. Beetles have six legs. They have wings and antenna.

Beetles are found in almost any habitat occupied by insects. Beetles live beneath the ground, in water, or as commensals in the nests of social insects such as ants and termites.



Many beetles are predatory. Many are plant feeders (phytophagous). Others eat fungi. In addition, a few beetles are parasitic on other organisms.

(Adapted from <https://www.pestworldforkids.org/pest-guide/beetles/> and <https://www.britannica.com/animal/beetle/Feeding-habits-and-habitats>)

### Questions

1. What is the writer's purpose in writing the text?
2. Which information can you find from the text? Complete the table.

Information about Beetles in the Text		
Information	Yes/No	Description
Color		
Size		
Shape		
Habitat		
Food		

3. Find the grammar used in the text. Complete the table.

<b>The Grammar Used in the Text Entitled “Beetles”</b>	
<b>Language Features</b>	<b>Examples</b>
<b>Nouns and noun phrases</b>	
<b>The present tense</b>	
<b>Linking verbs</b>	
<b>Action verbs</b>	

4. Find the vocabulary in the text. Complete the table.

<b>The Vocabulary in the Text Entitled “Beetles”</b>	
<b>Language Features</b>	<b>Examples</b>
<b>Technical or scientific terms</b>	
<b>Descriptive language</b>	



### Activity 6

Pay attention to the texts in Activity 1 and Activity 3. Do you find the similarities between the two texts? Write their similarities in the table below. You may work with your friends or family.

*Perhatikan teks yang ada pada Activity 1 dan Activity 3! Apakah Ananda menemukan kesamaan pada kedua teks tersebut? Tulislah kesamaannya pada tabel di bawah ini! Ananda boleh bekerja dengan teman atau keluarga Ananda.*

Similarities	Ants (The text in Activity 1)	Termites (The text in Activity 3)
Purpose		
Parts		
Grammar		
Vocabulary		



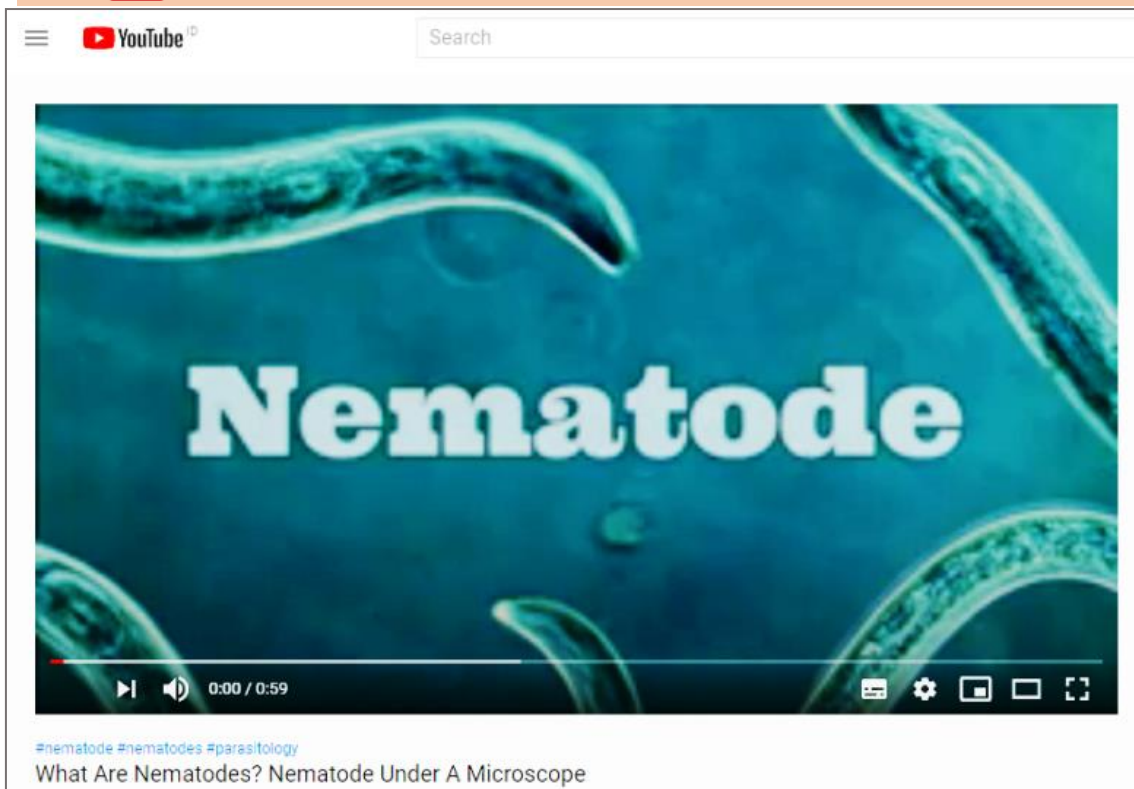
### Activity 7

Watch the video about nematodes by clicking the link below. Pay attention to the pronunciation of particular words in this video. Then, complete the script of the video. Discuss the answer from the question with your teacher, friends, or family. You may watch the video several times. If you cannot access the link, listen to your teacher talking about nematodes carefully.

*Saksikan video tentang nematoda dengan mengklik tautan di bawah ini! Perhatikan cara pengucapan beberapa kata tertentu dalam video ini. Kemudian, lengkapilah skrip videonya! Diskusikan jawaban dari pertanyaannya dengan guru, teman atau keluarga! Ananda boleh melihat video tersebut beberapa kali. Jika Ananda tidak dapat menjangkau tautan tersebut, dengarkan guru Ananda berbicara tentang nematoda dengan cermat!*



Video link: <https://www.youtube.com/watch?v=7ytgmpQ6eug>



Picture 13

**The following words may help you.**

*Kata-kata berikut akan membantu Ananda.*

cause ( <i>verb</i> )	: menyebabkan
destroy ( <i>verb</i> )	: menghancurkan
disease ( <i>noun</i> )	: penyakit
diverse ( <i>adjective</i> )	: beragam
environment ( <i>noun</i> )	: lingkungan
farmland ( <i>noun</i> )	: tanah pertanian
finding ( <i>noun</i> )	: temuan
forest ( <i>noun</i> )	: hutan
growth ( <i>noun</i> )	: pertumbuhan
infest ( <i>verb</i> )	: menduduki
a range of ( <i>noun phrase</i> )	: berbagai
role ( <i>noun</i> )	: peran



**Listen to and repeat your teacher's pronunciation of the following words based on the video about nematodes carefully. Check the pronunciation in your dictionary.**

*Dengarkan dan ulangi pengucapan guru tentang kata-kata berikut berdasarkan video tentang nematoda dengan cermat! Cek pengucapannya di kamus Ananda!*

In spoken texts, we must pay attention to the pronunciation. Pay attention to the pronunciation of the following words in the video about nematodes.

bacteria
disease
environment
fungus
insects
mosquitoes

nematode
parasite
pesticide
roundworms
soil
species

**Complete the script of the video.**

**Video Script**

Nematodes also called roundworms are the world's most diverse species of animals. Depending on the type, they can occur as parasites in animals and plants or as free-living forms in (1) \_\_\_\_\_, freshwater, and marine environments.

These recordings are from free-living nematodes from a soil sample.

The free-living nematodes can bring a range of (2) \_\_\_\_\_ on the soil and forest. They feed on (3) \_\_\_\_\_ and fungus and also have an important role in nutrition recycling for healthier plant growth. Some types even kill (4) \_\_\_\_\_ and can be used as a natural pesticide.

Non-parasitic nematodes are not dangerous for (5) \_\_\_\_\_. The parasitic nematodes can destroy plants and farmland. Some types also infest animals and can occur in almost all organs of the body. Some of (6) \_\_\_\_\_ are known by such common names as hookworm, lungworm, pinworm, threadworm, whipworm, and eelworm. These nematodes can cause a variety of diseases and can be transferred through things like (7) \_\_\_\_\_ and contaminated water or food.

Fossil findings have suggested that nematodes originated about 354 million years ago.

(Adapted from: <https://www.youtube.com/watch?v=7ytgmpQ6eug>)



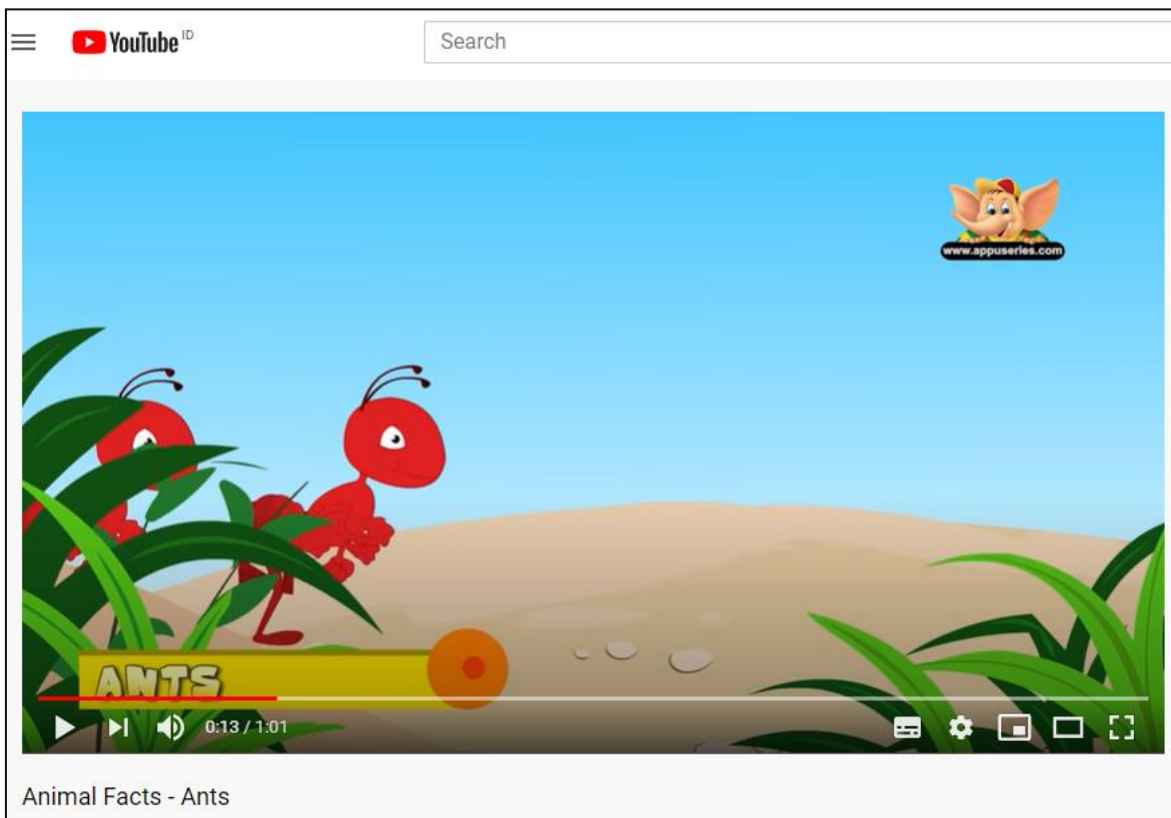
### Activity 8

Watch the video about ants by clicking the link below. Pay attention to the pronunciation of particular words in this video. Then, complete the table. Discuss the answer from the question with your teacher, friends, or family. You may watch the video several times. If you cannot access the link, listen to your teacher talking about nematodes carefully.

*Saksikan video tentang semut dengan mengklik tautan di bawah ini! Perhatikan cara pengucapan beberapa kata tertentu dalam video ini. Kemudian, lengkapilah tabelnya! Diskusikan jawaban dari pertanyaannya dengan guru, teman atau keluarga! Ananda boleh melihat video tersebut beberapa kali. Jika Ananda tidak dapat menjangkau tautan tersebut, dengarkan guru Ananda berbicara tentang semut dengan seksama!*



Video link: <https://www.youtube.com/watch?v=pc3WjtEN7fI>



Picture 14



**Listen to and repeat your teacher's pronunciation of the following words based on the video about ants carefully. Check your dictionary for the pronunciation.**

*Dengarkan dan ulangi pengucapan guru tentang kata-kata berikut berdasarkan video tentang semut dengan cermat! Cek kamus Ananda untuk cara pengucapannya!*

In spoken texts, we must pay attention to the pronunciation. Pay attention to the pronunciation of the following words in the previous video about ants.

adapted
antenna
ants
colony
hear
insects

male
mound
queen
survive
taste
trunk

Information about ants based on the video.
1. Ants are _____ animals.
2. There are _____ types of ants. They are: <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
3. Ants' body is made up of _____ parts. They are: <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
4. Ants' antenna can _____.

**Now, ask your friends for some information in the video. You may use the following expressions.**

*Sekarang tanyakan kepada teman-temanmu tentang informasi di video. Ananda boleh menggunakan ungkapan-ungkapan berikut ini.*



### Expressions in asking for information

- Can you tell me...?
- Could you tell me...?
- Do you know...?
- Do you have any idea...?
- I'd like to know...
- I was wondering...



### Activity 9

**Pay attention to the videos in Activity 7 and Activity 8. Do you find similarities between the two videos? Discuss them with your friends. Write their similarities in the table below. You may work with your friends or family.**

*Perhatikan video yang ada pada Activity 7 dan Activity 8! Apakah Ananda menemukan kesamaan pada kedua teks tersebut? Diskusikan bersama teman Ananda! Tulislah kesamaannya pada tabel di bawah ini! Ananda boleh bekerja dengan teman atau keluarga Ananda.*

Similarities	Nematodes (The video in Activity 7)	Ants (The video in Activity 8)
Purpose		
Parts		
Grammar		
Vocabulary		
Pronunciation		



### Activity 10

**Discuss the following question with your friends, family, and teacher.**

*Diskusikan pertanyaan berikut ini dengan guru, teman, dan keluarga Ananda!*



Picture 15

#### Discussion

**In your opinion, are the purpose, parts, grammar, vocabulary, and linguistic features in the video about nematodes and ants the same as the ones in the written texts entitled Ants, Termites, and Beetles in the activities before?**

#### Discussion Result

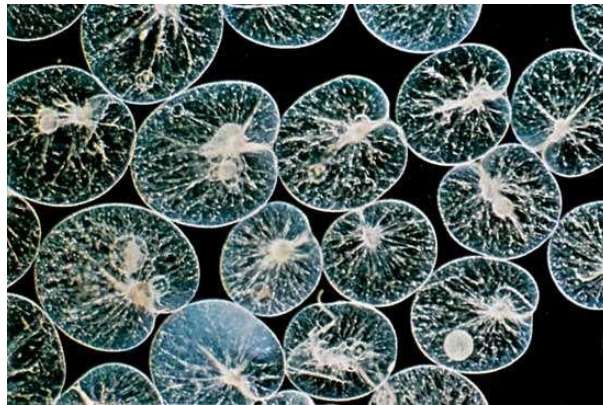
## Let's Check



**A. Read the following text about worms. Then, answer the questions.**

*Bacalah teks tentang cacing berikut ini! Kemudian, jawab pertanyaan-pertanyaannya!*

### Protozoans



Picture 16

Protozoans are simple organisms, or living things. They belong to a group of organisms called protists, which are neither plants nor animals.

Protozoans are found all over the world, on land and in water. Protozoans living on land especially like moist soil. Some protozoans are parasites. They live inside the bodies of animals, including humans. Parasitic protozoans can cause disease.

Most protozoans are so tiny that they can be seen only with a microscope. Amoebas and paramecia are types of protozoan. A protozoan is just a single cell. But it can do all of the things that organisms with many cells can. A protozoan can eat, grow, and get rid of wastes. Most protozoans can move, too.

Protozoans have different shapes, but they all have some features in common. Like all cells, every protozoan is made up of a jellylike material called cytoplasm. Within the cytoplasm is at least one nucleus. The nucleus directs the functions of the cell. The cytoplasm also contains special organs that do certain jobs, such as digestion or making proteins. Some protozoans have hair like or whip like structures that help them move.

(Adapted from <https://kids.britannica.com/kids/article/protozoan/353673>)

## Questions

1. What is the purpose of the writer in writing the text?

2. Which information can you find from the text? Complete the table.

Information about Protozoans in the Text		
Information	Yes/No	Description
Size		
Shape		
Habitat		
Parts		

3. Label the parts of the text.

Protozoans	Generic Structure Label
<p>Protozoans are simple organisms, or living things. They belong to a group of organisms called protists, which are neither plants nor animals.</p>	
<p>Protozoans are found all over the world, on land and in water. Protozoans living on land especially like moist soil. Some protozoans are parasites. They live inside the bodies of animals, including humans. Parasitic protozoans can cause disease.</p>	
<p>Most protozoans are so tiny that they can be seen only with a microscope. Amoebas and paramecia are types of protozoan. A protozoan is just a single cell. But it can do all of the things that organisms with many cells can. A protozoan can eat, grow, and get rid of wastes. Most protozoans can move, too.</p>	
<p>Protozoans have different shapes, but they all have some features in common. Like all cells, every protozoan is made up of a jellylike material called cytoplasm. Within the cytoplasm is at least one nucleus. The nucleus directs the functions of the cell. The cytoplasm also contains special organs that do certain jobs, such as digestion or making proteins. Some protozoans have hair like or whip like structures that help them move.</p>	
<p>(Adapted from <a href="https://kids.britannica.com/kids/article/protozoan/353673">https://kids.britannica.com/kids/article/protozoan/353673</a>)</p>	

4. Find the grammar used in the text. Complete the table.

<b>The Grammar Used in the Text Entitled “Protozoans”</b>	
<b>Language Features</b>	<b>Examples</b>
<b>Nouns and noun phrases</b>	
<b>The present tense</b>	
<b>Linking verbs</b>	
<b>Action verbs</b>	

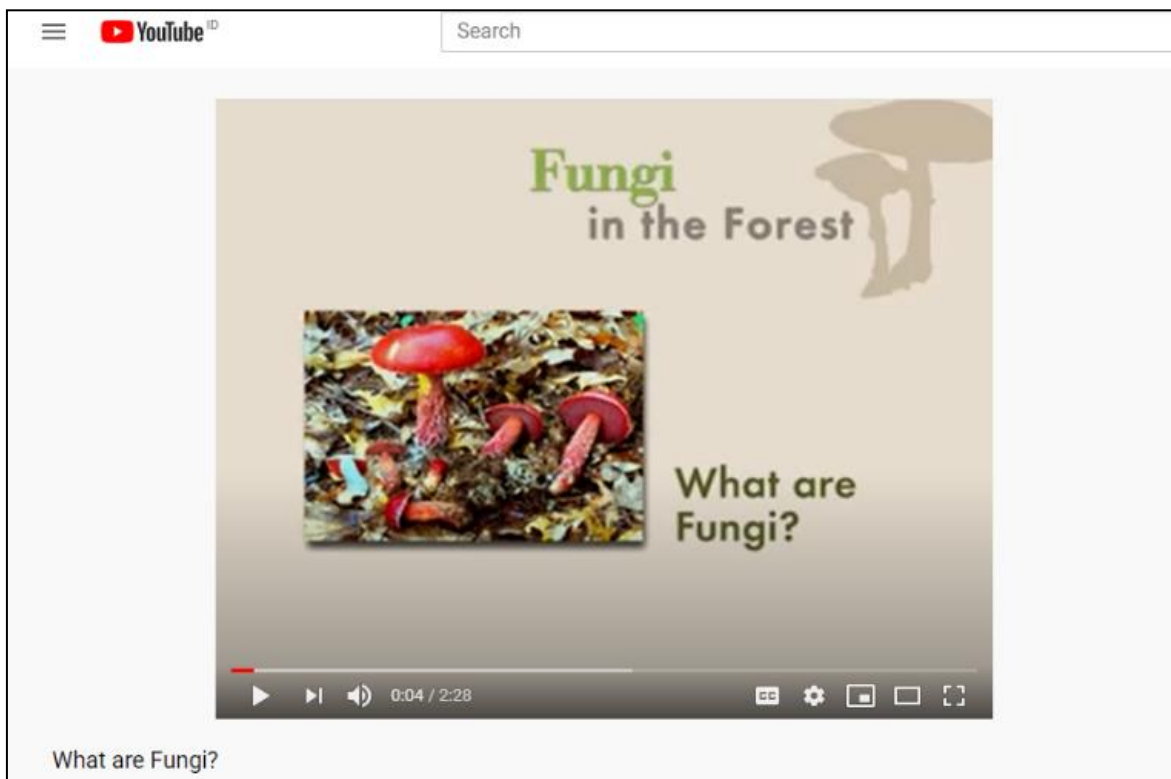


**B. Watch the video about fungi by clicking the link below. Complete the table. You may watch the video several times. If you cannot access the link, listen to your teacher talking about fungi carefully.**

*Saksikan video tentang jamur dengan mengklik tautan di bawah ini! Lengkapilah tabelnya! Ananda boleh melihat video tersebut beberapa kali. Jika Ananda tidak dapat menjangkau tautan tersebut, dengarkan guru Ananda berbicara tentang jamur dengan cermat!*



**Video link: <https://www.youtube.com/watch?v=70LA0mijzCM>**



Picture 17

## Questions

1. What is the purpose of the speaker in presenting the video?

2. Tick true/ false in the table.

Statement	True	False
Fungi live in the ground beneath our feet, too.		
Fungi are plants.		
It is estimated to be less than 1.5 million of fungi on earth.		
Fungi absorb nutrients and moisture directly from their surroundings.		

3. What vocabulary can you find in the video? Complete the table.

The Vocabulary in the Video about Fungi	
Language Features	Examples
Technical or scientific terms	
Descriptive language	

## Let's Sum Up



Complete the following diagram to summarize what you have learned in this lesson.

*Lengkapilah diagram berikut ini untuk merangkum apa yang telah Ananda pelajari di pembelajaran ini!*

**Write things to consider in information report texts.**

The purpose of a writer or speaker in presenting information report texts:

The parts of information report texts are

The grammar used in information report texts are

The vocabulary used in information report texts:



## Let's Reflect



**Reflect on what you have done in this lesson by circling the emoticon.**  
*Refleksikan diri Ananda tentang apa yang telah Ananda pelajari dalam pembelajaran ini dengan cara melingkari simbol emoticon!*

Do you find information report texts about organisms living in the soil interesting?			
I know the purpose or social function of information report texts.			
I know the parts of information report texts.			
I know the grammar used in information report texts.			
I know the vocabulary used in information report texts.			



Picture 18

## Answer Key

### Let's Get Ready

1. I see ants in the picture.
2. Yes, I often see ants.
3. I think ants live under the ground or in soil.
4. Ants are small animals. They have six legs.

### Let's Study

#### Activity 1

1. The writer's purpose in writing the text is to present information about objects the way they are based on references or based on the result of systemic observation or analysis.
2. The information I found in the text:

Information about Ants in the Text		
Information	Yes/No	Description
Size	yes	They range in size from about 2 to 25 mm.
Habitat	yes	They typically live in structured nest communities that may be located underground or soil, in ground-level mounds, or in trees.
Food	yes	They typically eat nectar, seeds, fungus, or insects.
Life Cycle	yes	The life cycle of the ant has four stages, including egg, larva, pupa, and adult, and spans a period of 8 to 10 weeks.

#### Activity 2

Siswa membaca dan memahami penjelasan tentang struktur bagian-bagian *information report text*.

### Activity 3

Termites	Parts of the Text
<p>Termites belong to the Rhinotermitidae family. There are about 2,000 known termite species in the world.</p>	<p><b>General Classification</b></p>
<p>Termites can be brownish, light brown, creamy brown, or yellowish brown. Their length can be from 0.3175 cm to 2.54 cm. Their shape can be long, narrow, or oval. They have six legs. They have wings and antenna.</p>	
<p>Termites need contact with the soil to survive. They live in underground colonies or in wet areas above ground. They build tunnels to reach food.</p>	<p><b>Description</b></p>
<p>They are known as "silent destroyers" because of their ability to chew through wood, flooring and even wallpaper. They eat and sometimes can destroy building foundations, wooden support beams, plastic plumbing pipes, sub-flooring.</p>	
<p>(Adapted from <a href="https://www.pestworldforkids.org/pest-guide/termites/">https://www.pestworldforkids.org/pest-guide/termites/</a>)</p>	

1. The purpose of the writer in writing the text is to present information about objects the way they are based on references or based on the result of systemic observation or analysis.
2. The information I found in the text:

Information about Termites in the Text		
Information	Yes/No	Description
Color	Yes	Termites can be brownish, light brown, creamy brown, or yellowish brown.
Size	Yes	Their length can be from 0.3175 cm to 2.54 cm.
Shape	Yes	Their shape can be long, narrow, or oval.
Habitat	Yes	They live in underground colonies or in wet areas aboveground.
Food	Yes	They eat wood, flooring, building foundations, plastic pipes, etc.

### Activity 4

Siswa membaca dan memahami penjelasan tentang ciri-ciri kebahasaan *information report text* yang dibagi menjadi dua yaitu tata bahasa dan kosakata.

### Activity 5

1. The purpose of the writer in writing the text is to present information about objects the way they are based on references or based on the result of systemic observation or analysis.
2. The information I found in the text:

Information about Beetles in the Text		
Information	Yes/No	Description
Color	Yes	Beetles can be reddish brown, brown, or black.
Size	Yes	Their length can be from 0.25 cm to 0.635 cm.
Shape	Yes	Their shape can be round, narrow, flat, or oval.
Habitat	Yes	Beetles may live beneath the ground, in water, or as commensals in the nests of social insects such as ants and termites.
Food	Yes	Beetles may eat plants, fungi, or parasitic on other organisms.

3. The grammar used in the text:

The Grammar Used in the Text Entitled “Beetles”	
Language Features	Examples
Nouns and noun phrases	beetles, the world, their length , the ground, other organisms
The present tense	They have wings and antenna. Beetles are found in almost any habitat occupied by insects. Many beetles are predatory.
Linking verbs	is, are, have
Action verbs	eat, live

4. The vocabulary used in the text

The Vocabulary in the Text Entitled “Beetles”	
Language Features	Examples
Technical or scientific terms	Arthropoda, phylum, species , antenna, predatory, phytophagous, parasitic
Descriptive language	color, habitats, shape, size

### Activity 6

Similarities	Ants (The text in Activity 1)	Termites (The text in Activity 3)
<b>Purpose</b>	The purpose of the writer in writing the text is to present information about objects the way they are based on references or based on the result of systemic observation or analysis.	The purpose of the writer in writing the text is to present information about objects the way they are based on references or based on the result of systemic observation or analysis.
<b>Parts</b>	The general classification is at the beginning of the text. The description is in the rest of the text.	The general classification is at the beginning of the text. The description is in the rest of the text.
<b>Grammar</b>	The text has: Nouns and noun phrases The present tense Linking verbs Action verbs	The text has: Nouns and noun phrases The present tense Linking verbs Action verbs
<b>Vocabulary</b>	The text has: Descriptive language Technical or scientific terms	The text has: Descriptive language Technical or scientific terms

### Activity 7

1. soil
2. positive effects
3. bacteria
4. insects
5. humans or animals
6. these worms
7. mosquitoes

### Activity 8

Information about ants based on the video.
1. Ants are <u>social</u> animals.
2. There are <u>three</u> types of ants. They are: <ul style="list-style-type: none"> <li>• <u>The queen</u></li> <li>• <u>The male</u></li> </ul>

<ul style="list-style-type: none"> <li>• <u>The workers</u></li> </ul>
<p><b>3. Ants' body is made up of <u>three</u> parts. They are:</b></p> <ul style="list-style-type: none"> <li>• <u>The head</u></li> <li>• <u>The trunk</u></li> <li>• <u>The rear</u></li> </ul>
<p><b>4. Ants' antenna can <u>hear, taste, touch, and smell.</u></b></p>

<p>Models of questions you may ask to your friends about the video.</p> <ul style="list-style-type: none"> <li>• Can you tell me how many body parts ants have?</li> <li>• Could you tell me the types of ants?</li> <li>• Do you know the function of ants' ear?</li> </ul>
--

### Activity 9

Similarities	Nematodes (The video in Activity 7)	Ants (The video in Activity 8)
<b>Purpose</b>	The purpose of the speaker in the video is to present information about objects the way they are based on references or based on the result of systemic observation or analysis.	The purpose of the speaker in the video is to present information about objects the way they are based on references or based on the result of systemic observation or analysis.
<b>Parts</b>	The general classification is at the beginning of the video. The description is in the rest of the video.	The general classification is at the beginning of the video. The description is in the rest of the video.
<b>Grammar</b>	The video has: Nouns and noun phrases The present tense Linking verbs Action verbs	The video has: Nouns and noun phrases The present tense Linking verbs Action verbs
<b>Vocabulary</b>	The video has: Descriptive language Technical or scientific terms	The video has: Descriptive language Technical or scientific terms
<b>Pronunciation</b>	The video has particular words that have unique pronunciation.	The video has particular words that have unique pronunciation.

## Activity 10

### Discussion Result

Yes, the purpose, parts, grammar, and vocabulary of the video about nematodes and ants are the same as the ones in the written texts in the previous activities.

### Let's Check

- A. 1. The purpose of the writer in writing the text is to present information about objects the way they are based on references or based on the result of systemic observation or analysis.
2. The information I found in the text:

Information about protozoans in the Text		
Information	Yes/No	Description
Size	yes	Most protozoans are so tiny that they can be seen only with a microscope.
Shape	yes	Protozoans have different shapes.
Habitat	yes	Protozoans are found all over the world, on land and in water. Protozoans living on land especially like moist soil.
Parts	yes	Every protozoan is made up of a jellylike material called cytoplasm. Within the cytoplasm is at least one nucleus.

1. Text structure label

Protozoans	
<p>Protozoans are simple organisms, or living things. They belong to a group of organisms called protists, which are neither plants nor animals.</p>	<b>Parts of the Text</b>  <b>General Classification</b>
<p>Protozoans are found all over the world, on land and in water. Protozoans living on land especially like moist soil. Some protozoans are parasites. They live inside the bodies of animals, including humans. Parasitic protozoans can cause disease.</p>	
<p>Most protozoans are so tiny that they can be seen only with a microscope. Amoebas and paramecia are types of protozoan. A protozoan is just a single cell. But it can do all of the things that organisms with many cells can. A protozoan can eat, grow, and get rid of wastes. Most protozoans can move, too.</p>	<b>Description</b>
<p>Protozoans have different shapes, but they all have some features in common. Like all cells, every protozoan is made up of a jellylike material called cytoplasm. Within the cytoplasm is at least one nucleus. The nucleus directs the functions of the cell. The cytoplasm also contains special organs that do certain jobs, such as digestion or making proteins. Some protozoans have hair like or whip like structures that help them move.</p>	
<p>(Adapted from <a href="https://kids.britannica.com/kids/article/protozoan/353673">https://kids.britannica.com/kids/article/protozoan/353673</a>)</p>	

2. The grammar used in the text

Language Features in the Text Entitled “Protozoans”	
Language Features	Examples
Nouns and noun phrases	protozoans, plants , land , the bodies of animals, cell, some features
The present tense	protozoans are simple organisms, or living things. a protozoan is just a single cell. a protozoan can eat, grow, and get rid of wastes.
Linking verbs	are, is
Action verbs	eat, grow, move

B. 1. The purpose of the speaker in presenting the video is to present information about objects the way they are based on references or based on the result of systemic observation or analysis.

2. True or false

Statement	True	False
Fungi live n the ground beneath our feet too.	v	
Fungi are plants.		v
It is estimated to be less than 1.5 million of fungi on earth.		v
Fungi absorb nutrients and moisture directly from their surroundings.	v	

3. The vocabulary in the video

The Vocabulary in the Video about Fungi	
Language Features	Examples
Technical or scientific terms	fungi germinate hyphae macro fungi microscopic mushrooms nutrients photosynthesize species tissues yeasts
Descriptive language	habitat classification size



### Let's Sum Up

- ✓ The social function or purpose of information report texts is to present information about objects the way they are based on references or based on the result of systemic observation or analysis.
- ✓ The parts of information report texts are classification and description.
- ✓ The grammar used in information report texts are:
  - Nouns and noun phrases
  - The present tense
  - Linking verbs
  - Action verbs
- ✓ The vocabulary in information report texts are:
  - Descriptive language
  - Technical or scientific terms

### Let's Reflect

Siswa mengisi tabel refleksi sesuai dengan kondisi masing-masing.

## Listening Script

### Activity 7

Available at <https://www.youtube.com/watch?v=7ytgmpQ6eug>

#### Video Script

Nematodes also called roundworms are the world's most diverse species of animals. Depending on the type, they can occur as parasites in animals and plants or as free-living forms in soil, freshwater, and marine environments.

These recordings are from free-living nematodes from a soil sample.

The free-living nematodes can bring a range of positive effects on the soil and forest. They feed on bacteria and fungus and also have an important role in nutrition recycling for healthier plant growth. Some types even kill insects and can be used as a natural pesticide.

Non-parasitic nematodes are not dangerous for humans or animals. The parasitic nematodes can destroy plants and farmland. Some types also infest animals and can occur in almost all organs of the body. Some of these worms are known by such common names as hookworm, lungworm, pinworm, threadworm, whipworm, and eelworm. These nematodes can cause a variety of diseases and can be transferred through things like mosquitoes and contaminated water or food.

Fossil findings have suggested that nematodes originated about 354 million years ago.

(Adapted from: <https://www.youtube.com/watch?v=7ytgmpQ6eug>)

### Activity 8

Available at <https://www.youtube.com/watch?v=pc3WjtEN7fi>

Ants are social insects and most live in colonies consisting of millions of members. There are three different kinds of ants; the queen, the male, and the workers. Most ants build some type of mound to live in either in sands or in trees. The ants body is made up of three parts; the head, trunk, and rear. And ants' antenna allows it to hear, taste, touch, and smell. Ants have adapted the best to be able to survive on earth for more than a hundred million years.

(Adapted from <https://www.youtube.com/watch?v=pc3WjtEN7fi>)

## Let's Check

Available at <https://www.youtube.com/watch?v=70LA0mijzCM>

Walking through New England's forests, we see evidence of fungi everywhere. Mushrooms of all types erupt from the forest floor or form shelf-like growths on the bark of trees. Forest fungi can also take on an extraordinary variety of less familiar forms. Much fungal growth may not be seen either because it is microscopic or because it is out of sight inside wood or leaf litter even in the ground beneath our feet.

Fungi are not plants. They do not photosynthesize but must find food like animals do. Fungi belong to a kingdom of life of their own distinct from animals, plants, and bacteria. More than seventy thousand species have been described but they're estimated to be more than 1.5 million on earth.

All large fungi called macro fungi are composed of distinctive branching tissues called hyphae. And their cell walls contain chitin not the cellulose found in plants mushrooms are the fruiting bodies of many macro fungi. Within their gills are millions of tiny reproductive cells or spores that are easily dispersed by the wind. When spores find suitable habitat, they germinate and slender – merge.

Absorbing nutrients and moisture directly from their surroundings the hyphae grow into a larger colony called a mycelium. Huge networks of mycelia permeate soil leaf litter and decaying wood. Mushrooms and other macro fungi make up only part of the fungal community of the forest. A diversity of micro fungi including moulds rusts and yeasts thrive on or within every substrate in the forest. Like larger fungi they have chitin as cell walls and most have structures formed from high fee a few like yeasts live as single cells.

(Adapted from <https://www.youtube.com/watch?v=70LA0mijzCM>)

**You can continue to the next lesson when you can do at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends, or parents.**



## **Lesson 3**

### **Will You Practice?**

At the end of the lesson, you will be able to apply your knowledge about information report texts related to organisms living in the soil together with your teacher, friends, or parents.

## Let's Get Ready



Look at the picture below. Then, answer the questions.

*Lihat gambar di bawah ini. Kemudian, jawablah pertanyaan-pertanyaanya!*



Picture 19

### Questions

1. What do you see in the picture?
2. Have you ever seen or even touched them in your daily life?
3. Where can you find them?
4. What do you know about them?
5. Do you know how to describe them in English?

## Let's Study

From the answers to the questions above, you know that the animals in the picture are earthworms. You know some of their features. In this lesson, let's learn how to apply your knowledge about information report texts on earthworms and other organisms living in the soil together with your friends or family.



*Dari jawaban terhadap pertanyaan-pertanyaan di atas, Ananda tahu bahwa binatang yang ada dalam gambar adalah cacing tanah. Ananda juga tahu beberapa ciri-ciri cacing tanah. Pada pembelajaran ini, marilah kita belajar tentang bagaimana menerapkan pengetahuan Ananda tentang information report texts terkait cacing tanah dan berbagai organisme yang hidup di dalam tanah secara bersama-sama dengan teman atau keluarga.*




### Activity 1



Complete the information report text about earthworms based on the information given. Pay attention to the purpose, text parts, grammar, and vocabulary of information report texts. Work with your friends or family.

*Lengkapilah teks information report tentang cacing berdasarkan informasi yang diberikan! Perhatikan tujuan, bagian teks, tata bahasa, dan kosakata teks information report! Bekerjalah dengan teman atau keluarga Ananda!*

 <p>Picture 20</p>	<b>Earthworms</b>	Phylum	: Annelida
		Kingdom	: invertebrates
		Habitat	: in the soil
		Color	: reddish brown, reddish grey
		Size/length	: up to 14 inches (35.56 cm)
		Body	: divided into ring like segments
		Food	: decaying plants and other organisms

## Earthworms

Earthworms are also called angleworms. There are more than 1,800 species of earthworms in the world. They are \_\_\_\_\_. This means that they do not have a backbone. They belong to the \_\_\_\_\_ phylum.

Earthworms live in \_\_\_\_\_. They usually remain near the soil surface, but they can make tunnels as deep as 2 meters. Earthworms can be up to - \_\_\_\_\_ in length. They can be \_\_\_\_\_ in color. The earthworm body is \_\_\_\_\_. Earthworms cannot see or hear, but they are sensitive to both light and vibrations. Their food consists of \_\_\_\_\_. As they eat, however, earthworms also ingest large amounts of soil, sand, and tiny pebbles.

(Adapted from <https://www.britannica.com/animal/earthworm> and <https://www.nationalgeographic.com/animals/invertebrates/c/common-earthworm/>)



## Activity 2



**Based on the text you have completed in Activity 1, retell the information about earthworms to your teacher and friends. Pay attention to the purpose, text parts, grammar, and vocabulary of information report texts. Work in pairs with your friends or family.**

*Berdasarkan teks yang Ananda lengkapi pada Activity 1, ceritakan ulang informasi tentang cacing tanah kepada guru dan teman Ananda! Perhatikan tujuan, bagian teks, tata bahasa, dan kosakata teks information report! Bekerjalah secara berpasangan dengan teman atau keluarga Ananda!*

The information that you can tell about earthworms can be on the following points.

- phylum
- kingdom
- habitat
- color
- size/length
- body
- food





### Activity 3

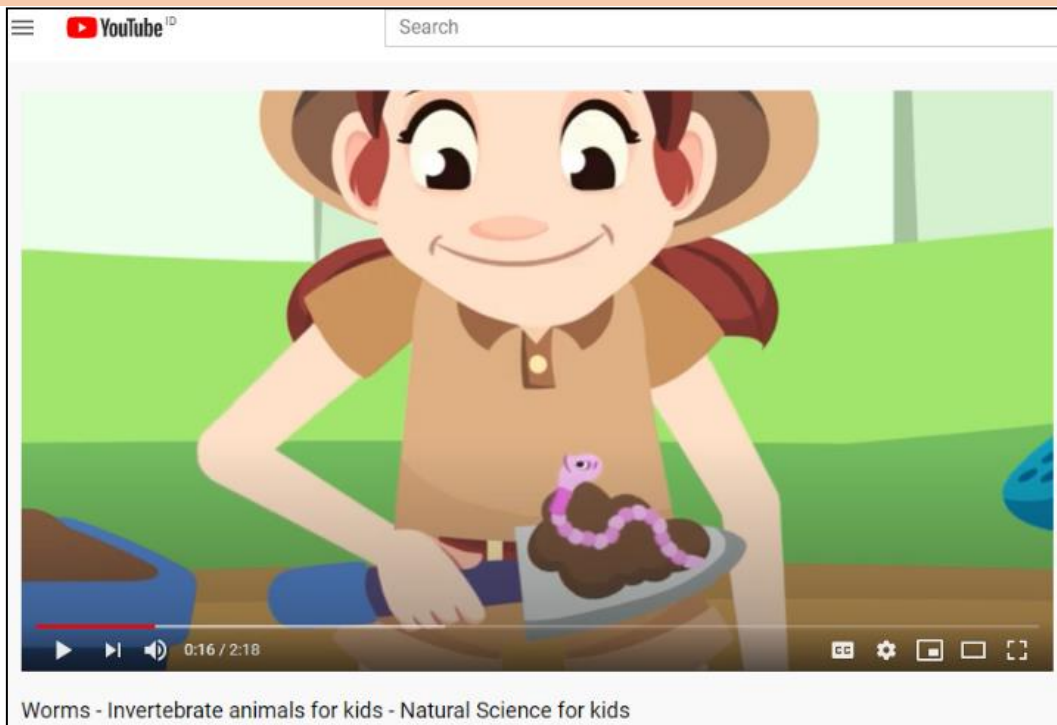
Watch the video about worms by clicking the link below. Then, complete the video summary. You may watch the video several times. If you cannot access the link, listen to your teacher talking about worms carefully. Work in pairs with your friend or family.

*Saksikan video tentang cacing dengan mengklik tautan di bawah ini! Kemudian, lengkapilah ringkasan videonya! Anda boleh melihat video tersebut beberapa kali. Jika Anda tidak dapat menjangkau tautan tersebut, dengarkan guru Anda berbicara tentang cacing dengan cermat! Bekerjalah secara berpasangan dengan teman atau keluarga!*



Video link:

<https://www.youtube.com/watch?v=kWb6HIBhkfQ&feature=youtu.be>



Picture 21

### Video Summary


Worms are invertebrates. The bodies of worms are \_\_\_\_\_.  
Worms have \_\_\_\_\_ skin. They breathe through their \_\_\_\_\_. Worms do not have any \_\_\_\_\_. The way they move is by \_\_\_\_\_. They live on \_\_\_\_\_ like earthworms. Earthworms are really important for \_\_\_\_\_ health. They \_\_\_\_\_ the soil to transport \_\_\_\_\_ and \_\_\_\_\_ as they tunnel along. The largest worm ever found measured \_\_\_\_\_.



#### Activity 4

We can also find millipedes in the soil. Write an information report text about millipedes based on the information in the box. Pay attention to the purpose, text parts, grammar, and vocabulary of information report texts. Work in pairs with your friends or family.

*Kita juga dapat menemukan luing di dalam tanah. Ananda, tulis teks information report tentang luing berdasarkan informasi yang ada pada kotak! Perhatikan tujuan, bagian teks, tata bahasa, dan kosakata teks information report! Bekerjalah secara berpasangan dengan teman atau keluarga Ananda!*

 Picture 22	<b>Millipedes</b>	Class	: Diplopoda
		Habitat	: in the soil
		Color	: brown or black body
		Size/length	: 2.54 to 5.08 or more centimeters in length
		Body	- wormlike with rounded body segments - two pairs of legs in each segment - rounded head with short antennae
		Food	: decaying vegetation and leaf litter

#### Millipedes



### Activity 5

**Look for information about centipedes. Then, write an information report text about centipedes based on the information you have. Pay attention to the purpose, text parts, grammar, and vocabulary of information report texts. Work in pairs with your friends or family.**

*Carilah informasi tentang lipan berdasarkan! Kemudian, tulis teks information report tentang lipan berdasarkan informasi yang Ananda miliki! Perhatikan tujuan, bagian teks, tata bahasa, dan kosakata teks information report! Bekerjalah secara berpasangan dengan teman atau keluarga Ananda!*

#### Information about Centipedes

For example, the information about centipedes that you can search can be about their:

- class/phylum/family
- size
- body parts
- color
- habitat
- food
- etc.

#### Centipedes



### Activity 6

**In pairs, prepare and give a presentation about centipedes based on the text that you make in Activity 5. Pay attention to the purpose, text parts, grammar, and vocabulary of information report texts in your monolog.**

*Secara berpasangan, siapkan dan lakukanlah sebuah presentasi tentang lipan berdasarkan teks yang Ananda buat pada Activity 5! Perhatikan tujuan, bagian teks, tata bahasa, dan kosakata teks information report pada monolog Ananda!*



Picture 23

**Name of Presenter 1:**      **Information to present:**



Picture 24

**Name of Presenter 2:**      **Information to present:**



Picture 25



### Activity 7

Watch the video about slaters/ wood lice by clicking the link below. In pairs, retell the information about the video to your teacher, family, or friends. You may watch the video several times. If you cannot access the link, listen to your teacher talking about slaters/wood lice carefully.

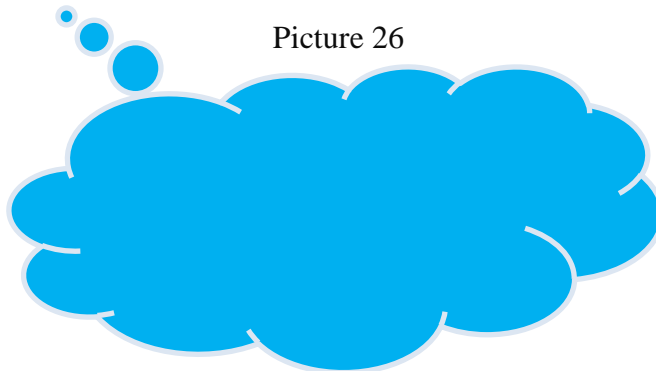
*Saksikan video tentang slaters/kutu kayu dengan mengklik tautan di bawah ini! Secara berpasangan, ceritakan ulang tentang isi video tersebut kepada guru, teman, atau keluarga! Ananda boleh melihat video tersebut beberapa kali. Jika Ananda tidak dapat menjangkau tautan tersebut, dengarkan guru Ananda berbicara tentang kutu kayu dengan cermat!*



Video link : <https://www.youtube.com/watch?v=9QlnSKw6b54>

Slater - Wood Lice - Sow Bug - Pill Bug - Roly Poly - Woodlouse Insect | Short Documentary

Picture 26



## Let's Check



1. **In pairs, write an information report text about leeches.**  
*Secara berpasangan, tulislah teks information report tentang lintah!*



2. **Watch the video about crickets by clicking the link below. In pairs, write 5 facts about crickets. You may watch the video several times based on the video. If you cannot access the link, listen to your teacher talking about crickets carefully.**

*Ananda, lihatlah video tentang jangkrik dengan mengklik tautan di bawah ini! Secara berpasangan, tulislah 5 fakta tentang jangkrik berdasarkan videonya. Ananda boleh melihat video tersebut beberapa kali. Jika Ananda tidak dapat menjangkau tautan tersebut, dengarkan guru Ananda berbicara tentang jangkrik dengan cermat!*



**Video link :** [https://www.youtube.com/watch?v=-V7XWY\\_8mxI](https://www.youtube.com/watch?v=-V7XWY_8mxI)

Five facts about crickets based on the video are:

- a.
- b.
- c.
- d.
- e.

## Let's Sum up



**Complete the following table to summarize what you have learned in this lesson.**

*Lengkapilah tabel berikut ini untuk merangkum apa yang telah Ananda pelajari di pembelajaran ini!*

When I write and retell information about organisms living in the soil, I should include:	
1.	
2.	
3.	
4.	

## Let's Reflect



Reflect on what you have done in this lesson by circling the tick (✓) or the cross (X) based on the following statements.

*Refleksikan diri Ananda tentang apa yang telah Ananda pelajari dalam pembelajaran ini dengan cara melingkari tanda centang atau silang berdasarkan pertanyaan-pertanyaan berikut ini!*

Statements	Tick	Cross
I can write a text about organisms living in the soil jointly with my friend or family well.	✓	✗
I can give a presentation on organisms living in the soil jointly with my friend or family well.	✓	✗
I pay attention to the parts, grammar, and vocabulary of information report texts when I write information texts about organisms living in the soil.	✓	✗
I pay attention to the text parts, grammar, and vocabulary of information report texts when I give a presentation on organisms living in the soil.	✓	✗



## Answer Key

### Lets' Get Ready

#### Sample Answer

1. The animals in the picture are earthworms.
2. Yes, I have seen them before.
3. I can find them in the soil.
4. They do not have any bones.
5. Not yet

### Activity 1

#### Text model

#### Earthworms

Earthworms are also called angleworms. There are more than 1,800 species of earthworms in the world. They are **invertebrates**. This means that they do not have a backbone. They belong to the **Annelida** phylum.

Earthworms live in **the soil**. They usually remain near the soil surface, but they can make tunnels as deep as 2 meters. Earthworms can be up to **14 inches (35.56 cm)** in length. They can be **reddish brown or reddish grey** in color. The earthworm body is **divided into ring like segments**. Earthworms cannot see or hear, but they are sensitive to both light and vibrations. Their food consists of **decaying plants and other organisms**. As they eat, however, earthworms also ingest large amounts of soil, sand, and tiny pebbles.

(Adapted from <https://www.britannica.com/animal/earthworm> and <https://www.nationalgeographic.com/animals/invertebrates/c/common-earthworm/>)

### Activity 2

#### Sample Answer

I would like to tell you some information about earthworms. Earthworms are invertebrates. They belong to the Annelida phylum. Earthworms live in the soil. Earthworms can be up to 14 inches (35.56 cm) in length. They can be reddish brown

or reddish grey in color. The earthworm body is divided into ring like segments. Their food consists of decaying plants and other organisms. As they eat, however, earthworms also ingest large amounts of soil, sand, and tiny pebbles. Thank you very much for listening to me.

(Adapted from <https://www.britannica.com/animal/earthworm> and <https://www.nationalgeographic.com/animals/invertebrates/c/common-earthworm/>)

### Activity 3

#### Video Summary

Worms are invertebrates. The bodies of worms are **long and soft**. Worms have **moist** skin. They breathe through their **skin**. Worms do not have any **legs**. The way they move is by **crawling**. They live on **land** like earthworms. Earthworms are really important for **soil** health. They **oxygenate** the soil to transport **nutrients** and **minerals** as they tunnel along. The largest worm ever found measured **180 feet**.

### Activity 4

#### Model Text

#### Millipedes

Millipedes are often called 1,000-legged worms or rain worms. Millipedes belong to the Diplopoda class. They are distributed worldwide. There are approximately 10,000 species of millipedes.

They are wormlike with rounded body segments that each has two pairs of legs. The head is rounded with short antennae. Species can vary in length from less than 2.54 to 5.08 or more centimeters. They are typically light brown to black.

Millipedes spend most of their lives in the soil. Millipedes sometimes migrate in large numbers, particularly after heavy rains in the late summer or as the weather cools. Most millipedes feed primarily on decaying vegetation and leaf litter.

(Adapted from <https://www.britannica.com/animal/millipede> and <https://extension.uga.edu/publications/detail.html?number=B1088&title=Millipedes%20and%20Centipedes>)

**Activity 5**  
**Sample Answer**

**Centipedes**

Centipedes are often called 100-legged worms. They belong to the Chilopoda class.

They have one pair of legs on each of their body segments. All centipede species are more or less wormlike and have a flattened body with a distinct head that bears a pair of long antennae. Jaws containing poison glands are located on the first body segment immediately behind the head. Depending on the species, centipedes can vary in length from 2.54 to 35.56 or more centimeters when mature.

Centipedes are found in a variety of habitats, but prefer dark, moist, protected areas such as under stones, rotted logs, leaves and bark. They overwinter as adults and lay eggs in the soil during the spring and summer.

Most centipede species feed on small creatures such as insects. They catch their prey with their powerful jaws and then kill it by injecting it with venom.

(Adapted from <https://www.britannica.com/animal/centipede> and <https://extension.uga.edu/publications/detail.html?number=B1088&title=Millipedes%20and%20Centipedes>)

**Activity 6**  
**Sample Answer**

Name of Presenter 1 :  ____Santi____	<b>Information to present:</b>  Good morning friends. Today, We would like to tell you about centipedes.  Well, centipedes are often called 100-legged worms. They belong to the Chilopoda class.  The next thing about centipedes is that they have one pair of legs on each of their body segments. All centipede species are more or less wormlike and have a flattened body with a distinct head that bears a pair of long antennae. Jaws containing poison glands are located on the first body segment immediately behind the
--	---

	head. Depending on the species, centipedes can vary in length from 2.54 to 35.56 or more centimeters when mature.
Name of Presenter 2 :  _____ Budi _____	<p><b>Information to present:</b></p> <p>I will continue the explanation about centipedes.</p> <p>Okay... Centipedes are found in a variety of habitats, but prefer dark, moist, protected areas such as under stones, rotted logs, leaves and bark. They overwinter as adults and lay eggs in the soil during the spring and summer.</p> <p>Most centipede species feed on small creatures such as insects. They catch their prey with their powerful jaws and then kill it by injecting it with venom.</p> <p>Thank you very much for your attention.</p> <hr/> <p>(Adapted from  <a href="https://www.britannica.com/animal/centipede">https://www.britannica.com/animal/centipede</a> and  <a href="https://extension.uga.edu/publications/detail.html?number=B1088&amp;title=Millipedes%20and%20Centipedes">https://extension.uga.edu/publications/detail.html?number=B1088&amp;title=Millipedes%20and%20Centipedes</a>)</p>

### Activity 7

#### Sample Answer

Slaters are also known as woodlice, sow bugs, and pill bugs. They are crustaceans that have adapted to living on land.

They are related to aquatic and marine crabs, lobsters and prawns. They are scavengers feeding on decaying organic materials. Usually, they are considered beneficial although in recent times they have been considered as pests; among crops and pastures.

### Let's Check

#### 1. Sample Answer

**Leeches**

Leeches belong to the subclass Hirudinea. They belong to the phylum Annelida. Leeches are characterized by a small sucker, which contains the mouth, at the anterior end of the body and a large sucker located at the posterior end. All leeches

have 34 body segments. The length of the body ranges from minute to about 20 cm or even longer when the animal stretches.

Leeches breathe through the skin. The digestive system contains a crop, or pouch, in which food can be stored for several months. One to four pairs of eyes are located at the anterior end.

Leeches are annelids, a kind of worm (ground creature) that lives in wet places. All leeches are carnivorous, that is, they eat mainly meat, but some are also haemophagic; this means they drink the blood of other animals.

(Adapted from <https://www.britannica.com/animal/leech> and <https://kids.kiddle.co/Leech>)

**2. Five facts about crickets based on the video are:**

- a. Crickets are omnivores.
- b. The quicker the cricket chirps means the warmer the temperature is.
- c. Normally, a cricket is nocturnal which means they are up during the night.
- d. They rub their wings together to make the sound.
- e. Cricket needs warm weather to have energy as they are cold blooded

**Let's Reflect**

Siswa mengisi tabel refleksi sesuai dengan kondisi masing-masing.

**Let's Sum up**

When I write and retell information about organisms living in the soil, I should include:
1. The social function or purpose of information report texts.
2. The parts information report texts.
3. The grammar used in information report texts.
4. The vocabulary in information report texts.

## Scoring for Let's Check

### Rubrik Penilaian Menulis

No.	Aspek	5	4	3	2	1
1.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata sulit /tidak dapat dimengerti	Tulisan tidak berkembang.
2.	Struktur Teks	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Menulis kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	Menulis kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
3.	Kejelasan Makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit dipahami.	Menulis secara acak, makna hilang.
4.	Hubungan antar Gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
5.	Ejaan dan Tata Tulis	Ejaan dan tata tulis semua kata tepat	Ada kesalahan ejaan dan tata tulis pada beberapa kata	Ada kesalahan ejaan dan tata tulis pada banyak kata	Ada kesalahan ejaan dan tata tulis pada banyak kata	Ada kesalahan ejaan dan tata tulis pada hamper semua kata
<b>Jumlah</b>						

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

### Rubrik Penilaian Berbicara

No.	Aspek	5	4	3	2	1
1.	Pengucapan, Intonasi, dan Penekanan	Pengucapan, intonasi, dan penekanan benar semua	Pengucapan, intonasi, dan penekanan sedikit yang salah	Pengucapan, intonasi, dan penekanan beberapa yang salah	Pengucapan, intonasi, dan penekanan banyak yang salah	Pengucapan, intonasi, dan penekanan sangat banyak yang salah
2.	Kelancaran	Kalimat-kalimat diucapkan dengan sangat lancar	Kalimat-kalimat diucapkan dengan lancar	Kalimat-kalimat diucapkan dengan sedikit lancar	Kalimat-kalimat diucapkan dengan tidak lancar	Kalimat-kalimat diucapkan dengan sangat tidak lancar
3.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata sulit /tidak dapat dimengerti	Monolog tidak berkembang.
4.	Struktur Teks Lisan	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Mengucap kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	Mengucap kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
5.	Kejelasan Makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit dipahami.	Mengucap secara acak, makna hilang.
6.	Hubungan antar Gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
<b>Jumlah</b>						

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

## Listening Script

### Activity 3

Available at <https://www.youtube.com/watch?v=kWb6HIBhkfQ&feature=youtu.be>

My-my-my... Hey there! How's it going? Today, I'm doing some gardening at home. It'll turn out just great. But wait. What's this? Look! It's an earthworm! So cool! Hey buddy! Don't be shy. Say hi! Well, that reminds me I have to tell you about this group of invertebrates. The worms! Do you know what kind of animals worms are? I'll explain it to you. Worms have long soft bodies. Their skin is moist. They breathe through their skin. Interesting right?

As you can see, they don't have legs. That's why they crawl. Thanks to their body muscles and their setae. These are tiny bristles that worms use to grip on the soil they move. Worms can live on land like earthworms or in the water like leeches. Be careful if you ever come across them.

Do you want me to tell you some interesting facts about worms? Did you know that earthworms are really important for soil health? They dig up burrows helping to oxygenate the soil and to transport nutrients and minerals as they tunnel along. How long would you say the longest worm ever found measures? One foot? Two? Five? Nope. The largest worm ever found measured 180 feet. Longer than an Olympic sized swimming pool.

You are a bit smaller. I'm letting you be. So you can grow.

Well guys, I'm going back to my garden see you around.

Did you like the video about worms?

Leave a comment below and tell us all about it.

Oh click on the seal and subscribe to our YouTube channel to stay tuned with new adventures.

(Adapted from

<https://www.youtube.com/watch?v=kWb6HIBhkfQ&feature=youtu.be>)

### Activity 7

Available at <https://www.youtube.com/watch?v=9QlnSKw6b54>

Living among the soil are slaters they are also known as woodlice, sow bugs, and pill bugs. Slaters are crustaceans that have adapted to living on land.



They are related to aquatic and marine crabs, lobsters and prawns. They are scavengers feeding on decaying organic materials. Usually, they are considered beneficial although in recent times they have been considered as pests; among crops and pastures.

Hey Guys, thanks for watching. I hope you enjoyed the clip on slaters, if you did give us a thumb up. Click the subscribe button so we can keep in touch and leave us a comment below.

(Adapted from <https://www.youtube.com/watch?v=9QlnSKw6b54>)

### Let's Check Number 2

Available at [https://www.youtube.com/watch?v=-V7XWY\\_8mxI](https://www.youtube.com/watch?v=-V7XWY_8mxI)

We'll be talking about 10 cool chirpy cricket facts.

Number one, tortoises, lizards, and frogs enjoy eating crickets. Number two, in order to attract female crickets and male chirps, a male is also the only cricket that can chirp. Number three, a female cricket can lay up to 200 eggs at one time. Number four, crickets are omnivores. Number five, the quicker the cricket chirps means the warmer the temperature is. A cricket will actually increase the speed at which they chirp based on the temperature. Slower for cooler and faster for warmer. Number six, normally a cricket is nocturnal which means they are up during the night. And this is why you normally hear them chirping at night. Number seven, in order for a cricket to chirp, they rub their wings together to make the sound. Number eight, cricket needs warm weather to have energy as they are cold blooded insects. When they lose energy it's because of the colder temperatures their chirping slows down. Number nine, in the Chinese and Japanese culture, a cricket is considered good luck. Then number 10, in Vietnam and Cambodia the people actually eat crickets. And there you have it. 10 fun facts about crickets brought to you by pet store. I hope you enjoyed this video

(Adapted from [https://www.youtube.com/watch?v=-V7XWY\\_8mxI](https://www.youtube.com/watch?v=-V7XWY_8mxI))

**You can continue to the next lesson when you can do at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friend or parents.**



# Lesson 4

## Will You Perform?

At the end of the lesson, you will be able to apply your knowledge of information report texts about organisms or animals living in the soil independently.

## Let's Get Ready



**Look at the picture below. Then, answer the questions.**

*Lihat gambar di bawah ini. Kemudian, jawablah pertanyaan-pertanyaanya!*



Picture 27

### Questions

1. What do you see in the picture?
2. Have you ever seen rabbits before in your daily life?
3. Do you know where they usually live?
4. What do you know about them?
5. Do you know how to describe them in English?

## Let's Study



**From the answers to the questions above, you know that the animal in the picture is a rabbit. You know that rabbits live under the ground. In this lesson, let's learn how to give information to other people about rabbits and other organisms or animals living in the soil individually.**

*Dari jawaban terhadap pertanyaan-pertanyaan di atas, Ananda tahu bahwa binatang yang ada dalam gambar adalah kelinci. Ananda juga tahu bahwa kelinci hidup di bawah tanah. Pada pembelajaran ini, marilah kita belajar tentang bagaimana cara memberi informasi kepada orang lain tentang kelinci dan berbagai organisme atau binatang yang hidup di dalam tanah secara mandiri.*



### Activity 1



**Watch the video about rabbits by clicking the link below. Individually, rewrite the information about rabbits from the video to your teacher, family, or friends. You may watch the video several times. If you cannot access the link, listen to your teacher talking about rabbits carefully.**

*Saksikan video tentang kelinci dengan mengklik tautan di bawah ini! Secara mandiri, tulis ulang informasi tentang kelinci dari video tersebut kepada guru, teman, atau keluarga! Ananda boleh melihat video tersebut beberapa kali. Jika Ananda tidak dapat menjangkau tautan tersebut, dengarkan guru Ananda berbicara tentang kelinci dengan cermat!*



Video link : <https://www.youtube.com/watch?v=0dWkMaynGkk&t=18s>



Picture 28

**In writing the information about rabbits from the video, you may write about rabbits?:**

- habitat
- body characteristics
- ear function
- diet or food
- age
- etc.




### Activity 2



Write an information report text about rabbits based on the information that you have to search based on the table. You may add more information from various sources. Pay attention to the text parts, grammar, and vocabulary in your writing. Work individually.

*Tulislah teks information report tentang kelinci berdasarkan informasi yang Ananda harus cari berdasarkan tabel! Ananda dapat menambah informasi dari berbagai sumber. Perhatikan bagian teks, tata bahasa, dan kosakata pada tulisan Ananda. Bekerjalah secara mandiri!*

<p><b>Rabbits</b></p>  <p>Picture 29</p>	Family	:
	Type	:
	Habitat	:
	Social life	:
	Size	:
	Body	:
	Diet	:

**Rabbits**



### Activity 3

**Moles also live underground. Read the text about moles below. Then individually, retell the information about moles that you get from the text to your teacher, friends, or family.**

*Tikus Mondok juga tinggal di bawah tanah. Bacalah teks tentang tikus mondok di bawah ini. Kemudian secara mandiri, ceritakan ulang informasi tentang tikus mondok yang Ananda dapatkan dari teks tersebut kepada guru, teman, atau keluarga!*

#### Moles



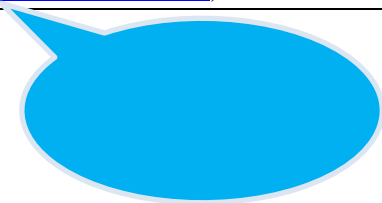
Picture 30

Moles belong to the Talpidae class. Most moles are burrowing animals, living and foraging underground, though some look for food on the surface of the ground.

Moles can be 10 cm in length. Their fur is soft, velvety, and can lie equally well in all directions. This makes it easier for them to move about in the soil and to shed dirt from their fur. They have powerful, paddle-shaped forearms and well-developed claws, which allow them to burrow quickly through soil. The eyes and ears of many moles have either been drastically reduced or have become covered with skin. Their main ways of sensing the world are through smell, touch, and by sensing vibrations.

Moles have huge appetites and are active at all times of the day and throughout the year. Most moles live in areas where the soil is moist or near aquatic habitats.

(Adapted from <http://www.biokids.umich.edu/critters/Talpidae/> and <https://www.britannica.com/animal/mole-mammal>)





#### Activity 4

**Look for information about soil spiders. Then, write an information report text about soil spiders based on the information you have. Pay attention to the parts, grammar, and vocabulary in information report texts. Work individually.**

*Carilah informasi tentang laba-laba tanah berdasarkan tabel! Kemudian, tulis teks information report tentang laba-laba tanah berdasarkan informasi yang Ananda miliki! Perhatikan fungsi sosial, struktur, dan ciri-ciri kebahasaan teks information report. Bekerjalah sedcara mandiri!*

#### Information about Soil Spiders

--

#### Soil Spiders

--





### Activity 5

**Individually, prepare and give a presentation about soil spiders based on the text that you make in Activity 4. Make sure that you pay attention to the parts, grammar, vocabulary, and pronunciation in your monolog presentation.**

*Secara mandiri, siapkan dan lakukanlah sebuah presentasi tentang laba-laba tanah berdasarkan teks yang Ananda buat pada Aktifitas 3! Pastikan Ananda memperhatikan bagian, tata bahasa, kosakata, dan pengucapan pada monolog presentasi Ananda.*



Picture 31

**Information to present:**

A large, empty light purple rectangular box intended for students to write their presentation information.

## Let's Check



1. Individually, read the text about shrews below. Based on the text, circle the tick if the statement is correct. Circle the cross if the statement is incorrect. Then, retell the information that you have from the text to your teacher, friends, and family.

*Secara mandiri, bacalah teks tentang celurut di bawah ini! Berdasarkan teks tersebut, lingkari tanda centang jika pernyataannya benar! Lingkari tanda silang jika pernyataannya salah! Kemudian, ceritakan informasi yang Ananda miliki dari teks tersebut kepada guru, teman, atau keluarga!*

### Shrews

Shrews or Sorex Araneus are small mouse like insectivorous mammals. Shrews are found throughout North America to northwestern South America, Africa, Eurasia, and island groups east of mainland Asia.

Shrews are tricolored: dark brown on the back, pale brown at the sides and whitish underneath, dense velvety fur, with a long pointed nose, tiny eyes, small ears and red teeth. They can be 48-80mm. Their tail is 24-44mm.

Shrews live in burrows which may have been used previously by another animal. Since shrews must eat every 2-3 hours to survive they are often seen at the surface foraging for food. Shrews do not hibernate, but they do become less active in winter. Their main food source is insects but they will also eat earthworms, small slugs and snails especially in damp areas.

(Adapted from

<https://www.mammal.org.uk/species-hub/full-species-hub/discover-mammals/species-common-shrew/> and <https://www.britannica.com/animal/shrew>)

Based on the text, circle the tick if the statement is correct. Circle the cross if the statement is incorrect.

Statements	Tick	Cross
<b>Shrews are mammals.</b>	✔	✘
<b>Shrews cannot be found in Asia.</b>	✔	✘
<b>Shrews can have three colors.</b>	✔	✘

Shrews have blunt nose	✓	✗
Shrews sleep in burrows.	✓	✗
Every 2-3 hours shrews will be still full.	✓	✗
Shrews hibernate in winter.	✓	✗
Shrews are herbivores.	✓	✗

Now, retell the information about shrews to your teacher, friends, or family.



**2. Individually, perform a monolog about Dung Beetles.**

*Secara mandiri, presentasikan sebuah monolog tentang Kumbang Kotoran!*

## Let's Sum up



Complete the following diagram to summarize what you have learned in this lesson.

*Lengkapilah diagram berikut ini untuk merangkum apa yang telah Ananda pelajari di pembelajaran ini!*

**When I write and tell the information about organisms living in the soil, I should include:**

1.

2.

3.

4.

## Let's Reflect



**Reflect on what you have done in this lesson by answering the following questions.**

*Refleksikan diri Ananda tentang apa yang telah Ananda pelajari dalam pembelajaran ini dengan cara menjawab pertanyaan-pertanyaan berikut ini!*

Questions	Your Answer
Do you find writing or presenting information about organisms or animals living in the soil interesting?	
What is the most interesting thing about writing or presenting information about organisms or animals living in the soil?	
I can write a text about organisms or animals living in the soil individually.	
I can present the information about organisms or animals living in the soil individually.	
I pay attention to the parts, grammar, and vocabulary of information report texts when I write information texts about organisms living in the soil.	
I pay attention to the text parts, grammar, and vocabulary of information report texts when I present information about organisms living in the soil.	



## Answer Key

### Lets' Get Ready

#### Sample Answer

1. The animal in the picture is a rabbit.
2. Yes, I have seen rabbits before.
3. They usually live under the ground. They make tunnels under the ground.
4. They have long ears.
5. Yes, a little bit.

### Activity 1

#### Sample Answer

#### Rabbits

Rabbits live on every continent, except for Antarctica although most rabbits live in North America.

They live in little tunnels and holes in the ground called burrows. Because they're so fluffy, soft, and friendly, lots of people like to have rabbits as pets. Rabbits' ears can be up to 10 inches long. That's pretty big compared to their small bodies!

Their ears can turn in any direction and can be used to hear predators coming, or to help manage their body temperatures. Rabbits are herbivores. In the summer, they'll eat all kinds of fruits and vegetables, like strawberries and carrots, as well as grass and flowers.

In the winter time, when there are less fruits and vegetables, they can also eat branches and tree bark. Baby rabbits live with their mom for only two weeks, and then they're able to live on their own. In the wild, bunny rabbits live around 10 years. And as pets, they can live up to 16 years. Rabbits sleep around 8 hours per day, and like to be most active at dawn and dusk.

(Adapted from <https://www.youtube.com/watch?v=0dWkMaynGkk&t=18s>)

### Activity 2

#### Sample Answer

#### Rabbits

Rabbits are small mammals belonging to the family Leporidae family. There are more than 30 species around the world, and while they live in many different environments, they have many things in common.

They have with fluffy, short tails, whiskers and long ears. Small rabbits, such as pygmy rabbits, can be as little as 20 centimeters in length and weigh less than a 0.45 kg. Larger species grow to 50 cm and more than 4.5 kilograms.

Rabbits create their own homes by tunneling into the ground. These tunnel systems are called warrens and include rooms for nesting and sleeping. They also have multiple entrances for quick escape.

Rabbits are very social creatures and live in large groups called colonies. The busiest time of day for rabbits is at dusk and dawn. This is when they go out to find food. The low light allows them to hide from predators.

Rabbits are herbivores. This means that they have a plant-based diet and do not eat meat. Their diets include grasses, clover and some cruciferous plants, such as broccoli and Brussels sprouts

(Adapted from <https://www.livescience.com/28162-rabbits.html> and <https://www.britannica.com/animal/rabbit>)

### Activity 3

#### Sample Answer

**I would like to tell you about moles.**

Moles belong to the Talpidae class. Most moles are burrowing animals, living and foraging underground, though some look for food on the surface of the ground. Most moles live in areas where the soil is moist or near aquatic habitats.

Did you know that moles can be 10 cm in length? Their fur is soft, velvety, and can lie equally well in all directions. The eyes and ears of many moles have either been drastically reduced or have become covered with skin. Their main ways of sensing the world are through smell, touch, and by sensing vibrations.

Moles have huge appetites and are active at all times of the day and throughout the year.

Thank you for listening to me.

(Adapted from <http://www.biokids.umich.edu/critters/Talpidae/> and <https://www.britannica.com/animal/mole-mammal>)

## Activity 4

### Sample Answer

#### Soil Spiders

Soil spiders are arachnids, a class of arthropods. Soil spiders live in soil crevices or dig burrows in the ground.

Soil spiders range in body length from 0.5 to about 90 mm. They have four pairs of legs. The body of a spider has two parts. The front part is formed from the head and thorax. The legs are attached to this. And the second part is the softer abdomen. Spiders produce silk.

All spiders are predatory, eating other soil animals, mostly the hard-bodied animals such as insects, woodlice and millipedes but they also eat worms. Spiders have fangs which inject venom into their prey to subdue and kill it. Spider venom is a complicated mixture of chemical substances.

Some soil spiders come out of their burrows to actively hunt at night. The majority of spiders are nocturnal.

(Adapted from <https://www.britannica.com/animal/spider-arachnid>  
<https://www.nationalgeographic.com/animals/invertebrates/group/spiders/> and  
<https://openlearning.une.edu.au/LivingSoils/index.php?u=module01/spider.htm>)

## Activity 5

### Monolog Model

#### Information to present:

Hello. Today, I would like to tell you about soil spiders.

Soil spiders are arachnids, a class of arthropods. Soil spiders live in soil crevices or dig burrows in the ground.

Soil spiders range in body length from 0.5 to about 90 mm. They have four pairs of legs. The body of a spider has two parts. The front part is formed from the head and thorax. The legs are attached to this. And the second part is the softer abdomen. Spiders produce silk.

All spiders are predatory, eating other soil animals, mostly the hard-bodied animals such as insects, woodlice and millipedes but they also eat worms. Spiders have fangs which inject venom into their prey to subdue and kill it. Spider venom is a complicated mixture of chemical substances.



Some soil spiders come out of their burrows to actively hunt at night. The majority of spiders are nocturnal.

Thank you very much for listening to me.

(Adapted from <https://www.britannica.com/animal/spider-arachnid>  
<https://www.nationalgeographic.com/animals/invertebrates/group/spiders/> and  
<https://openlearning.une.edu.au/LivingSoils/index.php?u=module01/spider.htm>)

### Let's Check

Statements	Tick	Cross
<b>Shrews are mammals.</b>	✓	
<b>Shrews cannot be found in Asia.</b>		✗
<b>Shrews can have three colors.</b>	✓	
<b>Shrews have blunt nose</b>		✗
<b>Shrews sleep in burrows.</b>	✓	
<b>Every 2-3 hours shrews will be still full.</b>		✗
<b>Shrews hibernate in winter.</b>		✗
<b>Shrews are herbivores.</b>	✓	

### 1. Sample Answer

#### Shrews

Hello, everyone! Today, I would like to tell you about shrews.

Shrews are small mouse like insectivorous mammals. Shrews are found throughout North America to northwestern South America, Africa, Eurasia, and island groups east of mainland Asia.

Okay... Shrews are tricolored: dark brown on the back, pale brown at the sides and whitish underneath, dense velvety fur, with a long pointed nose, tiny eyes, small ears and red teeth. They can be 48-80mm. Their tail is 24-44mm.

Do you know that shrews live in burrows which may have been used previously by another animal? Since shrews must eat every 2-3 hours to survive they are often seen at the surface foraging for food. Shrews do not hibernate, but they do become less

active in winter. Their main food source is insects but they will also eat earthworms, small slugs and snails especially in damp areas.

Thank you very much for listening to me.

(Adapted from

<https://www.mammal.org.uk/species-hub/full-species-hub/discover-mammals/species-common-shrew/> and <https://www.britannica.com/animal/shrew>)

## 2. Sample Answer

Hello, everyone!

Today, I would like to tell you about dung beetles.

Dung beetles are found worldwide, on every continent except Antarctica. They live in habitats that range from desert to forest. They are invertebrates.

The rollers shape pieces of dung into balls and roll them away from the pile. They bury their ball to either munch on later or to use as a place to lay their eggs. Tunnelers bury their dung treasure by tunneling underneath the pile. And dwellers actually live inside dung piles.

Most dung beetles are herbivores, or animals that eat only plants. But some dung beetles will seek dung from omnivores, or animals that eat plants as well as meat.

Thank you very much for listening to me.

(Adapted

from

<https://kids.nationalgeographic.com/animals/invertebrates/insects/dung-beetle/#:~:text=Dung%20beetles%20are%20found%20worldwide,place%20to%20lay%20their%20eggs.>)

### Rubrik Penilaian Berbicara

No.	Aspek	5	4	3	2	1
1.	Pengucapan, Intonasi, dan Penekanan	Pengucapan, intonasi, dan penekanan benar semua	Pengucapan, intonasi, dan penekanan sedikit yang salah	Pengucapan, intonasi, dan penekanan beberapa yang salah	Pengucapan, intonasi, dan penekanan banyak yang salah	Pengucapan, intonasi, dan penekanan sangat banyak yang salah
2.	Kelancaran	Kalimat-kalimat diucapkan dengan sangat lancar	Kalimat-kalimat diucapkan dengan lancar	Kalimat-kalimat diucapkan dengan sedikit lancar	Kalimat-kalimat diucapkan dengan tidak lancar	Kalimat-kalimat diucapkan dengan sangat tidak lancar
3.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata sulit /tidak dapat dimengerti	Monolog tidak berkembang.
4.	Struktur Teks Lisan	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Mengucap kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	mengucap kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
5.	Kejelasan Makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit dipahami.	Mengucap secara acak, makna hilang.
6	Hubungan antar Gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
<b>Jumlah</b>						

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

### Rubrik Penilaian Menulis

No.	Aspek	5	4	3	2	1
1.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata sulit /tidak dapat dimengerti	Tulisan tidak berkembang.
2.	Struktur Teks	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Menulis kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	Menulis kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
3.	Kejelasan Makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit dipahami.	Menulis secara acak, makna hilang.
4.	Hubungan antar Gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
5.	Ejaan dan Tata Tulis	Ejaan dan tata tulis semua kata tepat	Ada kesalahan ejaan dan tata tulis pada beberapa kata	Ada kesalahan ejaan dan tata tulis pada banyak kata	Ada kesalahan ejaan dan tata tulis pada banyak kata	Ada kesalahan ejaan dan tata tulis pada hamper semua kata
<b>Jumlah</b>						

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

## Let's Sum Up



## Let's Reflect

Siswa mengisi tabel refleksi sesuai dengan kondisi masing-masing.

## Listening Script

### Activity 2

Available at <https://www.youtube.com/watch?v=0dWkMaynGkk&t=18s>

Rabbits!

Bunny rabbits are so cute. They live on every continent, except for Antarctica although most rabbits live in North America.

They live in little tunnels and holes in the ground called burrows. Because they're so fluffy, soft, and friendly, lots of people like to have rabbits as pets. Rabbits' ears can be up to 10 inches long. That's pretty big compared to their small bodies!

Their ears can turn in any direction and can be used to hear predators coming, or to help manage their body temperatures. Rabbits are herbivores. In the summer, they'll eat all kinds of fruits and vegetables, like strawberries and carrots, as well as grass and flowers.

In the winter time, when there are less fruits and vegetables, they can also eat branches and tree bark. Baby rabbits live with their mom for only two weeks, and then they're able to live on their own. In the wild, bunny rabbits live around 10 years. And as pets, they can live up to 16 years. Rabbits sleep around 8 hours per day, and like to be most active at dawn and dusk.

Did you know that a rabbit's teeth never stop growing? Wow!

Rabbits like to live with other rabbits in groups called herds.

What are rabbits most well-known for? Probably their hops. A bunny can jump as far as 36 inches, and can run about 35 miles per hour.

Rabbits are awesome.

What's your favorite thing about rabbits?

Thanks for watching!

(Adapted from <https://www.youtube.com/watch?v=0dWkMaynGkk&t=18s>)

**You can continue to the next lesson when you can do at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your friend, teacher or parents.**



# Evaluasi

## Part A

Choose the correct answer.

*Pilihlah jawaban yang benar!*

## Text 1

### Land Snails



Picture 32

All land snails are gastropod mollusks, meaning that they belong to the same group of octopuses, which are part of the phylum Mollusca. At the same time, they are members of the class Gastropoda, which includes all snails and slugs. Being a mollusk means lacking an internal skeleton and bones, but snails are protected.

Snails have a single spirally coiled shell. They have muscular foot used for creeping in most species. Land snails are incredibly slow. Their forward speed depends on the species, but usually, it is between 0.5 and 0.7 inches per second. While moving, snails leave behind a trail of slime, a lubricant they produce to allow them to go on any terrain without injuring its body. Land snails aren't able to hear at all, but they have eyes and olfactory organs. They use their sense of smell to help them find food being their most important sensory organ.

Snails feed on very small things. Most of them scrape or brush particles from surfaces of rocks, seaweeds, animals that don't move, and other objects. For feeding, snails use a radula, a hard plate that has teeth.

(Adapted from <http://www.biokids.umich.edu/critters/Gastropoda/> and <https://www.snail-world.com/>)

1. The text is about... .
  - A. gastropod mollusks
  - B. the habitat of snails
  - C. how snails live
  - D. the information on snails
  
2. Based on the text we know that snails ... .
  - A. do not have internal skeletons
  - B. have a hard body
  - C. are the same as slugs
  - D. do not smell their food
  
3. The word “incredibly” in the sentence “Land snails are incredibly slow.” has the closest meaning with the word... .
  - A. too
  - B. rather
  - C. very
  - D. immensely
  
4. The following statements are TRUE based on the text EXCEPT... .
  - A. snails have one spirally coiled shell
  - B. while moving, snails leave a trail of liquid
  - C. land snails can hear
  - D. snails feed on tiny things

## Text 2

### Chipmunks



Picture 33

Chipmunks are small, ground-dwelling members of the squirrel (Sciuridae) family known for their burrowing habits and love of nuts. All species of chipmunks are native to North America, except one - the Siberian chipmunk.



Chipmunks can dig extensive burrow systems directly underneath or next to natural or manmade cover. They dig two types of burrows: shallow burrows in which they seek refuge while foraging during the day, and deeper, more complex burrows where they nest, store food and spend most of the winter months.

Their average size is 5.08 until 15.24 centimeters in length. Their tail is around 7.62 centimeters long. Their body have shades of brown/yellow/grey fur with white and black stripes down the back.

Chipmunks are omnivores, dining on various types of foods that are found mostly on the ground. Their diets are more diverse during the warmer months, during which time they hoard nuts and seeds in their burrows to eat in the winter.

(Adapted from <https://www.havahart.com/chipmunk-facts>)

5. The purpose of the writer in writing the text is to inform the readers about ... .
  - A. the habitat of chipmunks
  - B. the characteristics of chipmunks
  - C. the body appearance of chipmunks
  - D. what chipmunks eat
  
6. Based on the text, we know that chipmunks... .
  - A. store food for winter
  - B. are the same as squirrels
  - C. live above the ground
  - D. have short tail
  
7. The word “underneath” in the sentence “Chipmunks can dig extensive burrow systems directly underneath ...” has the similar meaning as the word... .
  - A. on
  - B. in
  - C. of
  - D. below
  
8. The following statements are TRUE based on the text about chipmunks EXCEPT...
  - A. the complex burrows where they sleep
  - B. they only dig shallow burrows
  - C. they can be 5.08 until 15.24 centimeters in length
  - D. their diets are more diverse during the warmer months

### Text 3

#### Groundhogs



Picture 34

Groundhogs, (*Marmota monax*), also called woodchucks, one of 14 species of marmots (*Marmota*). Classified as a marmot, the groundhog is a member of the squirrel family, *Sciuridae*.

This stout-bodied rodent weighs up to 6 kg (13 pounds) and has a body length of up to 50 cm (about 20 inches) and a short, bushy tail up to 18 cm (7 inches) long. They have thick fur on the upper parts. The fur ranges in colour through various shades of brown. The fur in the feet are darker, and the underparts are buff.

Although groundhogs dig deep and extensive burrow systems, they are also good swimmers and can climb tall shrubs and sizable trees. They are most active in the morning and evening, eating grasses and other green plants, as well as some fruit and the bark and buds of trees. They feed heavily in summer and early fall, accumulating huge fat reserves for the winter. The animal is a true hibernator.

(Adapted from <https://www.britannica.com/animal/groundhog>)

9. The text is about... .
- A. the classification of groundhogs
  - B. the information habitat and food of groundhogs
  - C. the information of groundhogs' body parts
  - D. the information of groundhogs in general
10. Based on the text, it can be inferred that....
- A. groundhogs are scary animals
  - B. groundhogs have bushy tail
  - C. groundhogs cannot swim
  - D. groundhogs are usually not brown

11. The word “thick” in the sentence “They have thick fur on the upper parts.” has the opposite meaning with the word... .
- A. thin
  - B. small
  - C. soft
  - D. rare
12. Which statement is FALSE based on the text?
- A. The fur of groudhogs ranges in colour through various shades of brown.
  - B. Groudhogs very active in the afternoon.
  - C. Groudhogs always have light fur.
  - D. Groudhogs hibernates.

**Listen to your teacher talking about crickets. Then, answer the questions.**



Picture 35

13. The aim of the speaker in monolog is to... .
- A. tell the readers the environment of crickets
  - B. ensure the readers that crickets live underground too
  - C. inform the reade general information and facts about crickets
  - D. entertain the readers about crickets
14. From the monolog, we know that crickets... .
- A. can swim
  - B. have one antennae
  - C. detect light using their antennae
  - D. have good eyesight

15. The word “every” in the sentence “They can see in every direction.” can be best replaced by the word....
- A. multiple
  - B. some
  - C. all
  - D. one
16. The following statements are TRUE based on the monolog EXCEPT....
- A. crickets use their long antennae to detect smells
  - B. crickets eat seedlings
  - C. crickets are can be black
  - D. crickets only use wings to move their body

**Listen to your teacher talking about crickets. Then, answer the questions.**



Picture 36

17. The monolog is about... .
- A. where grasshoppers live
  - B. the ability of grasshoppers
  - C. the body parts of grasshoppers
  - D. the general characteristics of grasshoppers
18. Based on the monolog, we know that grasshoppers... .
- A. can jump very fast
  - B. have only green color shades
  - C. do not live underground
  - D. eat other insects

19. The word “aid” in the sentence “A large grasshopper can ...its body length without the aid of its wings.” can be replaced by ....
- A. existence
  - B. help
  - C. role
  - D. power
20. Which statement is FALSE based on the monolog?
- A. A great number of grasshoppers can be found in lowland tropical forests.
  - B. A grasshopper’s jump can reach a speed of up to eight miles per hour.
  - C. Grasshoppers’ four large legs are all large and strong.
  - D. There are grasshoppers having rainbow-like color.

### Part B

1. Read the text about pocket gophers. Then, retell the information about pocket gophers in 100 words to your teacher, friends, or family.

#### Pocket Gophers



Picture 37

Pocket gophers are fossorial rodents named for their fur-lined cheek pouches. Their cheek pouches, or pockets, are used for transporting bits of plant food that they gather while foraging underground. Loose, sandy soil with edible plant cover is the best habitat for pocket gophers.

They have special adaptations for their burrowing lifestyle, including clawed front paws for digging, small eyes and ears, and sensitive whiskers and tails. They're also able to close their lips behind their long incisors so they can use their teeth to loosen soil without getting any dirt in their mouths. Pocket gophers are medium-sized rodents that range in length from 5 to 14 inches.

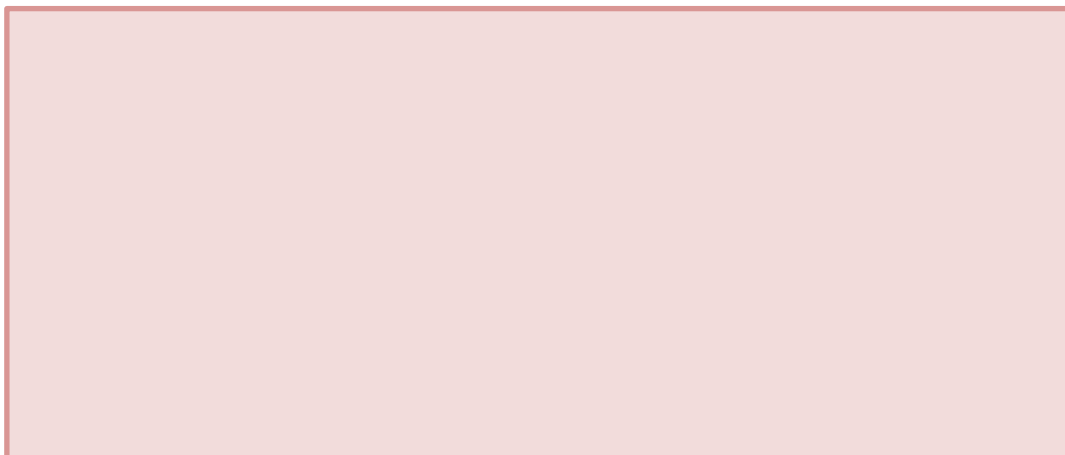
(Adapted from <https://www.nwf.org/Educational-Resources/Wildlife-Guide/Mammals/Pocket-Gophers>)



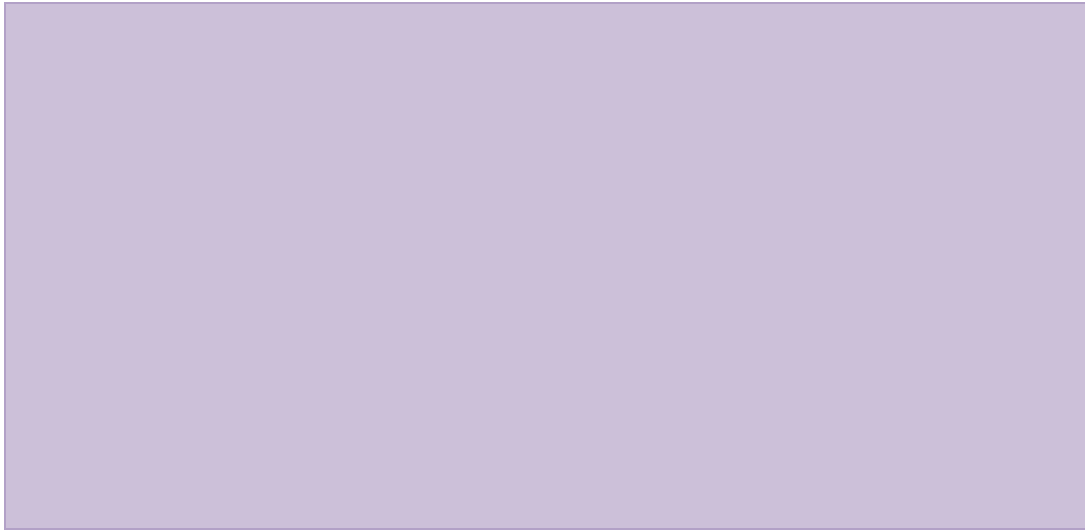
2. Watch the video about spiders by clicking the link below. Individually, rewrite the information about spiders from the video in 100 words to your teacher, friends, or family. You may watch the video several times. If you cannot access the link, listen to your teacher talking about rabbits carefully.



Video link : <https://www.youtube.com/watch?v=fSC0jWISsL4&t=29s>



- 3. Individually, write an information report text about one of the organisms or animals living in the soil.**



- 4. Individually, present a monolog about one of the organisms or animals living in the soil.**





# Kunci Jawaban Evaluasi

## Part A

No	Jawaban	Pembahasan
1.	D	Teks tersebut berisi informasi tentang siput. Setiap paragraf menjelaskan informasi tentang siput.
2.	A	Berdasarkan teks, kita tahu bahwa siput tidak memiliki kerangka tubuh dalam. Informasi ini dapat diketahui dari kalimat “ <i>Being a mollusk means lacking an internal skeleton and bones, but snails are protected.</i> ”
3.	C	Kata yang paling dekat artinya dengan kata “ <i>incredibly</i> ” adalah kata “ <i>very</i> ” yang artinya sangat.
4.	C	Pernyataan yang tidak benar ada pada pilihan C. Informasi ini ada pada kalimat “ <i>Land snails aren’t able to hear at all, but they have eyes and olfactory organs.</i> ” Dalam kalimat tersebut, dijelaskan bahwa siput tidak bisa mendengar.
5.	B	Tujuan dari teks tersebut adalah untuk memberi informasi kepada pembaca tentang ciri-ciri <i>chipmunks</i> . Setiap paragraph menjelaskan tentang <i>chipmunks</i> .
6.	A	Berdasarkan teks, kita tahu bahwa <i>chipmunks</i> menyimpan makanan untuk musim dingin. Informasi ini dapat diketahui dari klausa “ <i>..., more complex burrows where they nest, store food and spend most of the winter months.</i> ”
7.	D	Kata “ <i>underneath</i> ” mirip atau sama artinya dengan kata “ <i>below</i> ” yang artinya di bawah.
8.	B	Pernyataan yang salah ada pada pilihan B. Informasi ini ada pada paragraf kedua. Dijelaskan bahwa mereka membuat dua jenis liang, yaitu liang yang dangkal dan liang yang dalam.
9.	D	Teks tersebut berisi tentang informasi <i>groundhogs</i> secara umum. Setiap paragraf memberi informasi tentang <i>groundhogs</i> .
10.	B	Berdasarkan teks, dapat disimpulkan bahwa <i>groundhogs</i> memiliki ekor yang lebat. Informasi ini dapat diketahui pada awal paragraf kedua.
11.	A	Kata “ <i>thick</i> ” yang memiliki arti tebal atau lebat berlawanan arti dengan kata “ <i>thin</i> ” yang memiliki arti tipis atau sedikit.



No	Jawaban	Pembahasan
12.	B	Pernyataan yang salah ada pada pilihan B. Informasi ini ada pada klausa “ <i>They are most active in the morning and evening...</i> ”. Pada klausa tersebut, dijelaskan bahwa <i>groundhogs</i> aktif pada saat pagi hari dan petang.
13.	C	Tujuan dari monolog tersebut adalah untuk memberi informasi umum atau fakta-fakta tentang jangkrik.
14.	D	Berdasarkan monolog, kita tahu bahwa jangkrik memiliki penglihatan yang bagus. Informasi ini dapat diketahui pada paragraf kedua. Dijelaskan bahwa jangkrik bisa melihat ke segala sisi atau arah.
15.	C	Kata “ <i>every</i> ” pada kalimat dan konteks tersebut dapat digantikan dengan kata “ <i>all</i> ” yang artinya semua.
16.	D	Pernyataan yang salah ada pada pilihan D. Informasi ini ada pada kalimat “ <i>Crickets use jumping with their legs as their main mode of transportation even though they have wings.</i> ” Dijelaskan bahwa jangkrik berloncat untuk berpindah tempat menggunakan kaki.
17.	D	Monolog tersebut berisi tentang ciri-ciri belalang. Setiap paragraf memberi informasi tentang belalang.
18.	A	Berdasarkan monolog, kita tahu bahwa belalang dapat lompat dengan sangat cepat. Informasi ini dapat diketahui dari kalimat “ <i>A grasshopper’s jump, assisted with its wings, can reach a speed of up to eight miles per hour.</i> ”
19.	B	Kata “ <i>aid</i> ” pada kalimat dan konteks tersebut dapat digantikan dengan kata “ <i>help</i> ” yang artinya bantuan.
20.	C	Pernyataan yang salah ada pada pilihan C. Informasi ini ada pada kalimat “ <i>Grasshoppers can be identified by their two antennas, four small legs, two enlarged legs and elongated shape.</i> ” Pada kalimat tersebut, dijelaskan bahwa kaki belalang ada yang kecil dan besar, tidak semuanya besar.

## Part B

### 1. Sample Answer

#### Pocket Gophers

Pocket gophers are fossorial rodents named for their fur-lined cheek pouches. Their cheek pouches, or pockets, are used for transporting bits of plant food that they gather while foraging underground. Loose, sandy soil with edible plant cover is the best habitat for pocket gophers.

They have special adaptations for their burrowing lifestyle, including clawed front paws for digging, small eyes and ears, and sensitive whiskers and tails. They're also able to close their lips behind their long incisors so they can use their teeth to loosen soil without getting any dirt in their mouths. Pocket gophers are medium-sized rodents that range in length from 5 to 14 inches.

(Adapted from <https://www.nwf.org/Educational-Resources/Wildlife-Guide/Mammals/Pocket-Gophers>)

## 2. Sample Answer

Spiders can be found all over the world. Spiders can make silk. Which they use to spin elaborate spider webs. Spider webs are great for catching a spider's prey. The spider then wraps the prey or other prey up with silk. That way the spider can eat the prey later. Some spiders use venom to like a snake, to paralyze their prey. But most spiders are harmless to humans. Spiders are arachnids not insects.

Spiders have 8 legs, 2 body parts and no antennae. They can have up to 8 eyes, but they don't have very good eyesight. Spiders can have long legs have really long legs. And some spiders are brilliant and white. Spiders can lay unto 1000 eggs.

(Adapted from <https://www.youtube.com/watch?v=fSC0jWISsL4&t=29s>)

## 3. Sample Answer

### Badgers



Picture 38

Badgers are related to ferrets, minks, otters, weasels and wolverines. All of these animals are members of Mustelidae, the largest family in the order Carnivora.

Badgers are small mammals with flat, wedge-shaped bodies, broad feet with long claws and coarse hair that can be black, brown, gold or white. Badgers can grow up to 51 to 86 centimeters long from head to tail. Badgers weigh between 4 to 18 kilograms.

Badgers are nocturnal, meaning they are most active at night and sleep during the day. Badgers spend the day inside a burrow often dug the night before. Home ranges are from 1 to 10 square km, depending on habitat and food resources. During the winter they sleep underground for long periods.

Most badgers are omnivores, which mean they eat both plants and meat. Typically, though, they mainly consume earthworms and the larvae. Badgers typically live around 10 years.

(Adapted from <https://www.britannica.com/animal/badger> and <https://www.livescience.com/52420-badgers.html>)

#### 4. Sample Answer

##### **Badgers**

Good morning. Today, I would like to tell you about badgers.

Badgers are related to ferrets, minks, otters, weasels and wolverines. All of these animals are members of Mustelidae, the largest family in the order Carnivora.

First of all, badgers are small mammals with flat, wedge-shaped bodies, broad feet with long claws and coarse hair that can be black, brown, gold or white. Badgers can grow up to 51 to 86 centimeters long from head to tail. Badgers weigh between 4 to 18 kilograms.

Secondly, badgers are nocturnal, meaning they are most active at night and sleep during the day. Badgers spend the day inside a burrow often dug the night before. Home ranges are from 1 to 10 square km, depending on habitat and food resources. During the winter they sleep underground for long periods.

And lastly, most badgers are omnivores, which mean they eat both plants and meat. Typically, though, they mainly consume earthworms and the larvae. Badgers typically live around 10 years.

Thank you very much for listening to me.

(Adapted from <https://www.britannica.com/animal/badger> and <https://www.livescience.com/52420-badgers.html>)

### Scoring for Evaluation

Section/ Number	Number of Points
<b>Part A</b>	20
<b>Part B</b>	
<b>Number 1</b>	10
<b>Number 2</b>	10
<b>Number 3</b>	20 (lihat rubrik penilaian menulis)
<b>Number 4</b>	30(lihat rubrik penilaian berbicara)
<b>Total</b>	<b>90</b>
<b>Example of scoring</b>	Right = 80 Wrong = 10 $(50/55) \times 100 = 88,89$

Gunakan rubrik ini untuk menilai tulisan Ananda pada soal nomor 3.

**Rubrik Penilaian Menulis**

No.	Aspek	5	4	3	2	1
1.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata sulit /tidak dapat dimengerti	Tulisan tidak berkembang.
2.	Struktur Teks	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Menulis kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	Menulis kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
3.	Kejelasan Makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit dipahami.	Menulis secara acak, makna hilang.
4.	Hubungan antar Gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
5.	Ejaan dan Tata Tulis	Ejaan dan tata tulis semua kata tepat	Ada kesalahan ejaan dan tata tulis pada beberapa kata	Ada kesalahan ejaan dan tata tulis pada banyak kata	Ada kesalahan ejaan dan tata tulis pada banyak kata	Ada kesalahan ejaan dan tata tulis pada hamper semua kata
<b>Jumlah</b>						

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Gunakan rubrik ini untuk menilai penampilan monolog presentasi Ananda pada soal nomor 4.

#### Rubrik Penilaian Berbicara

No.	Aspek	5	4	3	2	1
1.	Pengucapan, Intonasi, dan Penekanan	Pengucapan, intonasi, dan penekanan benar semua	Pengucapan, intonasi, dan penekanan sedikit yang salah	Pengucapan, intonasi, dan penekanan beberapa yang salah	Pengucapan, intonasi, dan penekanan banyak yang salah	Pengucapan, intonasi, dan penekanan sangat banyak yang salah
2.	Kelancaran	Kalimat-kalimat diucapkan dengan sangat lancar	Kalimat-kalimat diucapkan dengan lancar	Kalimat-kalimat diucapkan dengan sedikit lancar	Kalimat-kalimat diucapkan dengan tidak lancar	Kalimat-kalimat diucapkan dengan sangat tidak lancar
3.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata sulit /tidak dapat dimengerti	Monolog tidak berkembang.
4.	Struktur Teks Lisan	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Mengucap kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	mengucap kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
5.	Kejelasan Makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit dipahami.	Mengucap secara acak, makna hilang.
6	Hubungan antar Gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
<b>Jumlah</b>						

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

## Listening Script

### Questions 13 to 16.

#### Crickets

Hello, students. Today, I would like to talk about crickets.

Well, crickets live in almost every environment. They are found in fields and meadows, forests and grasslands, marshes and swamps, trees and bushes, and even caves, beaches, in anthills and underground.

Crickets use their long antennae to sense things around them, but also to detect smells. Crickets use their simple eyes to detect light and shadow. They have complex eyes which are made up of many hexagonal lenses. They can see in every direction. They eat decaying plant matter and seedlings.

Did you know that crickets are usually black or brown? The average cricket is about 2.54 cm long. Crickets can jump 20 to 30 times their height. Crickets use jumping with their legs as their main mode of transportation even though they have wings.

I hope the information is useful for you.

(Adapted from <https://sciencing.com/cricket-habitat-5439194.html>)

### Questions 13 to 16.

#### Grasshoppers

Hello, students. Today, I would like to talk about grasshoppers.

Grasshopper, any of a group of jumping insects (suborder Caelifera) that are found in a variety of habitats. There are around 11,000 known species of grasshoppers in the Caelifera suborder.

Okay, let me continue. Grasshoppers are ground-dwelling insects with the ability to jump long distances to evade threats. Grasshoppers occur in greatest numbers in lowland tropical forests, semiarid regions, and grasslands. Grasshoppers are herbivorous. They eat plants and other types of vegetation.

Well, grasshoppers can be identified by their two antennae, four small legs, two enlarged legs and elongated shape. A grasshopper's jump, assisted with its wings, can reach a speed of up to eight miles per hour. A large grasshopper can jump between 10 and 20 times its body length without the aid of its wings. Grasshoppers are commonly brown and green or a mixture of the two. However, there are some species of grasshoppers that have a wide range of vivid colors, like the rainbow grasshopper.

I hope the information is useful for you.  
See you!

(Adapted from <https://www.britannica.com/animal/grasshopper-insect> and <https://www.factsjustforkids.com/insect-facts/grasshopper-facts-for-kids.html>)

#### **Part B number 4**

Available at <https://www.youtube.com/watch?v=fSC0jWISsL4&t=29s>

Spiders. Deep in the forest. You might just come across a creepy crawly Spider. Spiders can be found all over the world. From Timbuktu to Uluru. Clever spiders can make silk. Which they use to spin elaborate spider webs. Spider webs are great for catching a spider's dinner. Blowing gently in the wind. Unsuspecting flies get caught in the spider webs. The spider then wraps the fly or other prey up with silk. That way the spider can eat the prey later. Some spiders use venom to like a snake, to paralyze their prey. But most spiders are harmless to humans. Did you know? Spiders are arachnids not insects.

Insects have 6 legs, 3 body parts and antennae. While Spiders have 8 legs, 2 body parts and no antennae. They can have up to 8 eyes too, but they still don't have very good eyesight. Daddy long legs have really long legs. And some spiders are brilliant and white. Spiders can lay up to 1000 eggs. That's a lot of babies when they hatch.

(Adapted from <https://www.youtube.com/watch?v=fSC0jWISsL4&t=29s>)





# Glosarium

No.	English		Indonesian
1	abdomen ( <i>noun</i> )	:	perut
2	able ( <i>adjective</i> )	:	sanggup
3	allow ( <i>verb</i> )	:	memungkinkan
4	although ( <i>conjunction</i> )	:	meskipun
5	appetite ( <i>noun</i> )	:	nafsu makan
6	apply ( <i>verb</i> )	:	menerapkan
7	approximately ( <i>adverb</i> )	:	sekitar
8	blood ( <i>noun</i> )	:	darah
9	breathe ( <i>verb</i> )	:	bernafas
10	burrow ( <i>noun</i> )	:	liang
11	create ( <i>verb</i> )	:	membuat
12	cytoplasm ( <i>noun</i> )	:	sitoplasma
13	dawn ( <i>noun</i> )	:	fajar
14	decay ( <i>verb</i> )	:	membusuk
15	divided ( <i>verb</i> )	:	terbagi
16	during ( <i>preposition</i> )	:	selama
17	flattened ( <i>adjective</i> )	:	diratakan
18	fluffy ( <i>adjective</i> )	:	halus
19	grow ( <i>noun</i> )	:	tumbuh
20	healthy ( <i>adjective</i> )	:	sehat
21	hear ( <i>verb</i> )	:	mendengar
22	hunt ( <i>v erb</i> )	:	berburu
23	ingest ( <i>verb</i> )	:	menelan
24	inject ( <i>verb</i> )	:	menyuntikkan
25	jaw ( <i>noun</i> )	:	rahang
26	length ( <i>noun</i> )	:	panjangnya
27	mature ( <i>noun</i> )	:	dewasa
28	meat ( <i>noun</i> )	:	daging
29	moist ( <i>adjective</i> )	:	lembab
30	nocturnal ( <i>adjective</i> )	:	nokturnal
31	other ( <i>adjective</i> )	:	lain
32	posterior ( <i>adjective</i> )	:	belakang

33	predator ( <i>noun</i> )	:	predator
34	prefer ( <i>verb</i> )	:	lebih suka
35	prey ( <i>noun</i> )	:	mangsa
36	primarily ( <i>adverb</i> )	:	terutama
37	reference ( <i>noun</i> )	:	referensi
38	relate ( <i>verb</i> )	:	menghubungkan
39	remain ( <i>verb</i> )	:	tetap
40	scientific ( <i>adjective</i> )	:	ilmiah
41	segment ( <i>noun</i> )	:	segmen
42	stretch ( <i>verb</i> )	:	meregang
43	surface ( <i>noun</i> )	:	permukaan
44	systemic ( <i>adjective</i> )	:	sistemik
45	technical ( <i>adjective</i> )	:	teknis
46	term ( <i>noun</i> )	:	istilah
47	throughout ( <i>preposition</i> )	:	sepanjang
48	tunnel ( <i>noun</i> )	:	terowong
49	typically ( <i>adverb</i> )	:	khas
50	vary ( <i>verb</i> )	:	bervariasi
51	venom ( <i>noun</i> )	:	bisa ular
52	vibration ( <i>noun</i> )	:	getaran
53	weather ( <i>noun</i> )	:	cuaca
54	whiskers ( <i>noun</i> )	:	cambang
55	without ( <i>preposition</i> )	:	tanpa



# Daftar Pustaka

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- <https://www.britannica.com/animal/badger>
- <https://www.britannica.com/animal/beetle/Feeding-habits-and-habitats>
- <https://www.britannica.com/animal/centipede>

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<https://www.britannica.com/animal/grasshopper-insect>  
<https://www.britannica.com/animal/groundhog>  
<https://www.britannica.com/animal/leech>  
<https://www.britannica.com/animal/millipede>  
<https://www.britannica.com/animal/mite>  
<https://www.britannica.com/animal/mole-mammal>  
<https://www.britannica.com/animal/rabbit>  
<https://www.britannica.com/animal/shrew>  
<https://www.britannica.com/animal/spider-arachnid>  
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<https://www.youtube.com/watch?v=9QInSKw6b54>  
<https://www.youtube.com/watch?v=kWb6HIBhkfQ&feature=youtu.be>  
[https://www.youtube.com/watch?v=-V7XWY\\_8mxI](https://www.youtube.com/watch?v=-V7XWY_8mxI)



# Daftar Gambar

Pictures	Source
Layout 1	<a href="https://pngtree.com/freepng/color-pencil-border_3301596.html">https://pngtree.com/freepng/color-pencil-border_3301596.html</a>
Layout 2	<a href="https://pngtree.com/freepng/cartoon-notes-handly-stickers_5503744.html">https://pngtree.com/freepng/cartoon-notes-handly-stickers_5503744.html</a>
Layout 3	<a href="https://pngtree.com/freepng/business-business-sticker-long-strip-sticker-post-it-notes_3962432.html">https://pngtree.com/freepng/business-business-sticker-long-strip-sticker-post-it-notes_3962432.html</a>
Layout 4	<a href="https://pngtree.com/freepng/paper-notes-isolated-vector-set-sticky-note-paper-for-noticeboard-with-curled-corners-illustration-colored-sticker-bank-with-curl-corner_5317301.html">https://pngtree.com/freepng/paper-notes-isolated-vector-set-sticky-note-paper-for-noticeboard-with-curled-corners-illustration-colored-sticker-bank-with-curl-corner_5317301.html</a>
Small book	Canva (02 October 2020) by iconsy
Microphone	Canva (02 October 2020) by Canva
Tick	Canva (02 October 2020) by Canva Layouts
Cross	Canva (02 October 2020) by Canva Layouts
Light bulb	Canva (02 October 2020) by Iconsy
Emoticons	Canva (02 October 2020) by Canva
Picture 1	<a href="https://foodprint.org/blog/why-is-soil-important/">https://foodprint.org/blog/why-is-soil-important/</a>
Picture 2	Canva (09 October 2020) by CDC CC0 Images,
Picture 3	Canva (02 October 2020) by Canva
Picture 4	Canva (09 October 2020) by CDC CC0 Images
Picture 5	Canva (09 October 2020) by Mali Maeder from Pexels
Picture 6	Canva (09 October 2020) by JerzyGorecki from Pixabay
Picture 7	Canva (12 October 2020) by Andre Moura from Pexels
Picture 8	Canva (12 October 2020) by Jimmy Chan from Pexels
Picture 9	Canva (12 October 2020) by Jimmy Chan from Pexels
Picture 10	<a href="https://www.pestworldforkids.org/pest-guide/termites/">https://www.pestworldforkids.org/pest-guide/termites/</a>
Picture 11	Canva (09 October 2020) by Marketplace Designers
Picture 12	<a href="https://www.britannica.com/animal/beetle/Feeding-habits-and-habitats">https://www.britannica.com/animal/beetle/Feeding-habits-and-habitats</a>
Picture 13	<a href="https://www.youtube.com/watch?v=7ytgmpQ6eug">https://www.youtube.com/watch?v=7ytgmpQ6eug</a>
Picture 14	<a href="https://www.youtube.com/watch?v=pc3WjtEN7fI">https://www.youtube.com/watch?v=pc3WjtEN7fI</a>
Picture 15	Canva (02 October 2020) by Pixeden
Picture 16	<a href="https://www.britannica.com/science/protozoan">https://www.britannica.com/science/protozoan</a>

Pictures	Source
Picture 17	<a href="https://www.youtube.com/watch?v=70LA0mijzCM">https://www.youtube.com/watch?v=70LA0mijzCM</a>
Picture 18	Canva (02 October 2020) by Iconsy
Picture 19	Canva (09 October 2020) by Sippakorn Yamkasikorn from Pexels
Picture 20	Canva (12 October 2020) by Paff Collection
Picture 21	<a href="https://www.youtube.com/watch?v=kWb6HlBhkfQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=kWb6HlBhkfQ&amp;feature=youtu.be</a>
Picture 22	Canva (26 October 2020) by Canva
Picture 23	Canva (26 October 2020) by OpenClipart -Vectors from Pixabay
Picture 24	<a href="https://www.youtube.com/watch?v=9QlnSKw6b54">https://www.youtube.com/watch?v=9QlnSKw6b54</a>
Picture 25	Canva (02 October 2020) by Canva
Picture 26	<a href="https://www.youtube.com/watch?v=9QlnSKw6b54">https://www.youtube.com/watch?v=9QlnSKw6b54</a>
Picture 27	Canva (02 October 2020) by Flickr from Pexels
Picture 28	<a href="https://www.youtube.com/watch?v=0dWkMaynGkk&amp;t=18s">https://www.youtube.com/watch?v=0dWkMaynGkk&amp;t=18s</a>
Picture 29	Canva (28 October 2020) by monikasmigielska from Pixabay
Picture 30	Canva (28 October 2020) by Beeki—2666 from Pixabay
Picture 31	<a href="https://openlearning.une.edu.au/LivingSoils/index.php?u=module01/spider.htm">https://openlearning.une.edu.au/LivingSoils/index.php?u=module01/spider.htm</a>
Picture 32	<a href="http://www.biokids.umich.edu/critters/Gastropoda/">http://www.biokids.umich.edu/critters/Gastropoda/</a>
Picture 33	<a href="https://www.havahart.com/chipmunk-facts">https://www.havahart.com/chipmunk-facts</a>
Picture 34	<a href="https://www.britannica.com/animal/groundhog">https://www.britannica.com/animal/groundhog</a>
Picture 35	Canva (28 October 2020) by Bubble Juice from Pixabay
Picture 36	Canva (28 October 2020) by Pido67—32645 from Pixabay
Picture 37	<a href="https://www.nwf.org/Educational-Resources/Wildlife-Guide/Mammals/Pocket-Gophers">https://www.nwf.org/Educational-Resources/Wildlife-Guide/Mammals/Pocket-Gophers</a>
Picture 38	<a href="https://www.britannica.com/animal/badger">https://www.britannica.com/animal/badger</a>



**Modul**

**2**



**Rhythm  
of Life**





## Kompetensi Dasar

**3.5**

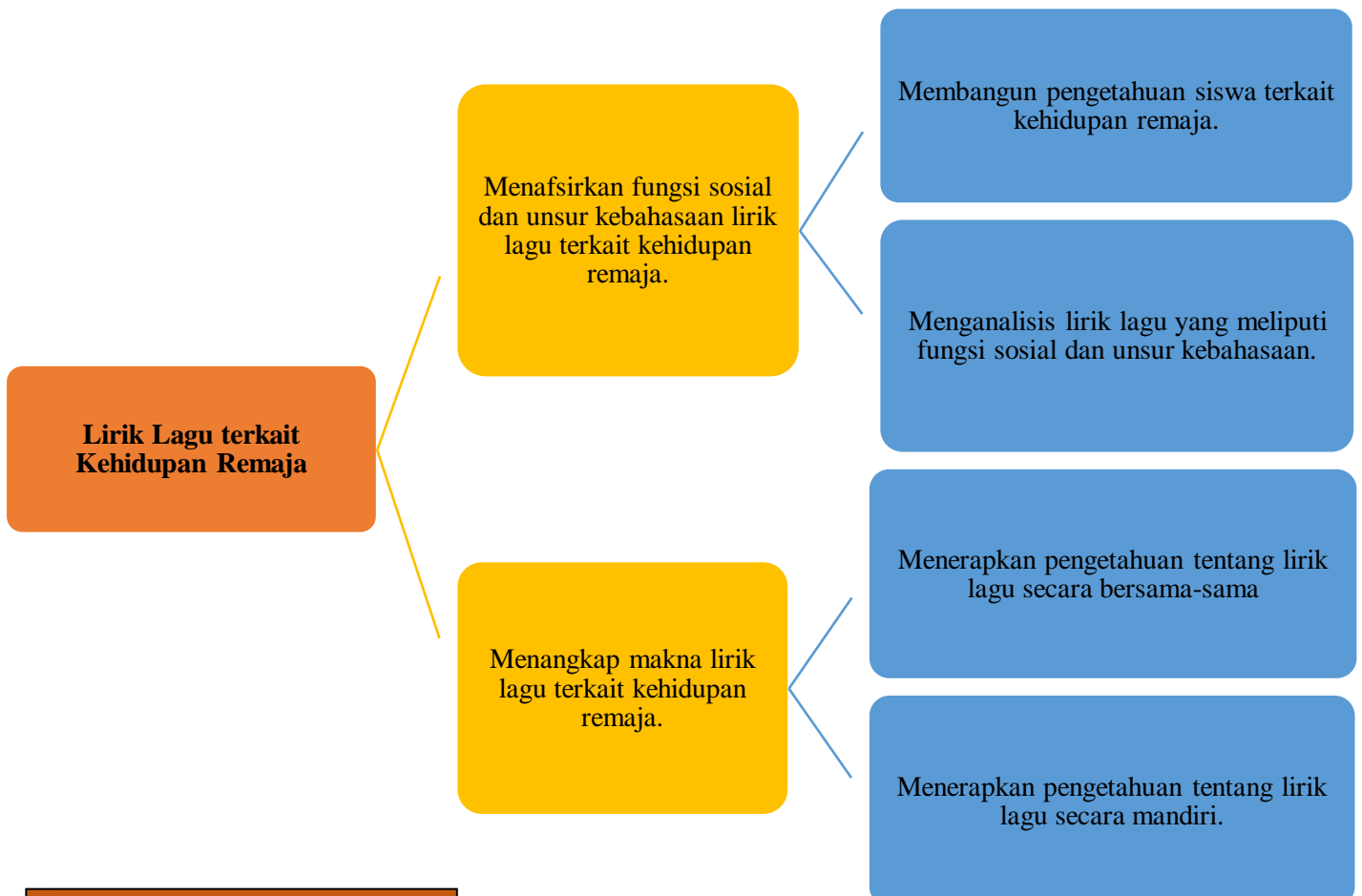
- Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.

**4.5**

- Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.



## Peta Kompetensi







# Tujuan Pembelajaran

Pembelajaran ke-	Tujuan Pembelajaran
1	<ol style="list-style-type: none"><li>1. Melalui kegiatan menganalisis beberapa gambar, siswa dapat menjodohkan gambar dan lagu yang terkait dengan gambar dengan benar.</li><li>2. Melalui kegiatan yang sama, siswa dapat menebak fungsi sosial teks lagu dengan logis.</li><li>3. Melalui kegiatan membaca lirik lagu dan menonton videonya, siswa dapat menemukan berbagai jenis informasi tentang lagu tersebut dengan benar.</li><li>4. Melalui kegiatan membaca lirik lagu, siswa dapat menuliskan makna-makna kata-kata yang terdapat dalam lagu dengan benar.</li><li>5. Melalui kegiatan membaca lirik lagu dan menonton videonya, siswa dapat menemukan perbedaan-perbedaan antarlirik lagu dengan benar.</li><li>6. Melalui kegiatan membaca lirik lagu dan menonton videonya, siswa dapat menjawab pertanyaan-pertanyaan terkait informasi rinci dengan tepat.</li><li>7. Melalui kegiatan membaca lirik lagu, siswa dapat menuliskan fungsi sosial lagu dengan benar.</li><li>8. Melalui kegiatan menganalisis dan membandingkan dua lirik lagu, siswa dapat menuliskan persamaan dan perbedaan makna lagu dan fungsi sosial dengan tepat.</li><li>9. Melalui kegiatan membaca lirik lagu dan menonton videonya, siswa dapat menentukan pengucapan yang benar.</li><li>10. Melalui kegiatan membaca lirik lagu, siswa dapat menentukan padanan kata dalam Bahasa Indonesia dengan kata dalam Bahasa Inggris berdasarkan konteks dengan tepat.</li><li>11. Melalui kegiatan menentukan padanan kata dalam Bahasa Indonesia dan Bahasa Inggris, siswa dapat menggunakan kembali kata-kata Bahasa Inggris dengan tepat sesuai konteksnya dengan tepat.</li><li>12. Melalui kegiatan membaca lirik lagu, siswa dapat menentukan memparafrase lirik lagu yang disediakan dengan benar.</li></ol>

	<ol style="list-style-type: none"> <li>13. Melalui kegiatan membaca lirik lagu, siswa dapat menentukan makna dan fungsi lagu dengan tepat.</li> <li>14. Melalui berbagai kegiatan pembelajaran pada <i>Lesson 1</i>, siswa dapat menentukan berbagai fungsi sosial lagu dengan benar.</li> <li>15. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi dengan baik.</li> <li>16. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku jujur dan bertanggung jawab.</li> <li>17. Melalui rangkaian kegiatan menganalisis berbagai gambar dan lirik lagu terkait lagu, benda, dan peristiwa, siswa dapat menemukan keterkaitan antara lagu, benda, dan atau peristiwa terkait dengan logis.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Melalui kegiatan menganalisis teks, siswa dapat menyebutkan bagian-bagian lirik lagu dengan benar.</li> <li>2. Melalui kegiatan menganalisis lirik lagu dan gambar petunjuk, siswa dapat menemukan kata-kata yang tepat untuk memaknai gambar sesuai konteksnya dengan benar.</li> <li>3. Melalui kegiatan menganalisis ulang lirik lagu dan makna kosakata dalam lirik lagu, siswa dapat melengkapi teks lirik lagu sesuai makna yang disampaikan lirik lagu dengan benar.</li> <li>4. Melalui kegiatan diskusi atas jawaban perseorangan, siswa dapat menyebutkan alasan pemilihan atau penggunaan kata di dalam suatu kalimat berdasarkan konteks dengan tepat.</li> <li>5. Melalui kegiatan membaca daftar kata kunci dan mendengarkan model pengucapan, siswa dapat mengucapkan kata kunci dengan tepat.</li> <li>6. Melalui kegiatan membaca lirik lagu dan menonton videonya atau mendengarkan model pengucapan, siswa dapat mengucapkan keseluruhan lirik lagu dengan benar.</li> <li>7. Melalui kegiatan membaca ulang dan berdiskusi kelompok, siswa dapat menuliskan fungsi sosial dan makna dari lirik lagu dengan tepat.</li> <li>8. Melalui kegiatan berkelompok, siswa dapat menentukan hubungan lirik lagu dan gambar terkait komunitas dengan logis.</li> <li>9. Melalui kegiatan membaca lirik lagu dan menonton videonya atau mendengarkan model pengucapan, siswa dapat mengucapkan keseluruhan lirik lagu dengan benar.</li> <li>10. Melalui kegiatan menganalisis lirik lagu, siswa dapat menuliskan jawaban atas pertanyaan terkait informasi yang terdapat di dalam lirik lagu dengan tepat.</li> </ol>

	<ol style="list-style-type: none"> <li>11. Melalui kegiatan menganalisis lirik lagu, siswa dapat menentukan makna dan acuan <i>pronouns</i> dan <i>possessive adjectives</i> yang ada di dalam lirik lagu dengan tepat.</li> <li>12. Melalui kegiatan membaca penjelasan terkait <i>pronouns</i> dan <i>possessive adjectives</i>, siswa dapat menggunakan bentuk <i>pronouns</i> dan <i>possessive adjectives</i> dengan tepat.</li> <li>13. Melalui kegiatan menganalisis lirik lagu, siswa dapat menentukan karakteristik bagian-bagian lirik lagu yang lebih lengkap dengan tepat.</li> <li>14. Melalui kegiatan menganalisis ulang ke dua lirik lagu, siswa dapat membandingkan fakta yang ada atau mungkin ada di dalam kedua lagu dengan tepat.</li> <li>15. Melalui kegiatan menganalisis lirik lagu, menonton videonya, dan mendengarkan model pengucapannya, siswa dapat mengucapkan semua bagian lagu dengan baik.</li> <li>16. Melalui kegiatan membaca penjelasan, siswa dapat menggunakan <i>pronouns</i> dan <i>possessive adjectives</i> dengan tepat.</li> <li>17. Melalui kegiatan pembelajaran di <i>Lesson 2</i>, siswa dapat menuliskan berbagai istilah terkait unsur gramatikal dengan tepat.</li> <li>18. Melalui berbagai kegiatan pembelajaran, siswa dapat menuliskan berbagai istilah yang digunakan di dalam teks lirik lagu dengan benar.</li> <li>19. Melalui kegiatan menganalisis berbagai gambar, lirik lagu, video, siswa dapat menemukan keterkaitan antara lagu, benda, dan atau peristiwa terkait dengan logis dan kritis.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Melalui kegiatan mengamati gambar dan membaca teks, siswa dapat menjawab pertanyaan terkait informasi rinci dari gambar dan teks yang ada dengan tepat.</li> <li>2. Melalui kegiatan menganalisis beberapa gambar, siswa dapat menebak fungsi sosial dari suatu lagu dengan logis.</li> <li>3. Melalui kegiatan terbimbing mencari makna kata, siswa dapat menemukan padanan kata Bahasa Indonesia dan Bahasa Inggris yang sesuai dengan benar.</li> <li>4. Melalui kegiatan membaca lirik lagu, siswa dapat menentukan tema atau topik sebuah lagu dengan benar.</li> <li>5. Melalui kegiatan membaca lirik lagu, siswa dapat menenjawab pertanyaan-pertanyaan terkait informasi rinci tentang teks lirik lagu dengan tepat.</li> </ol>

6. Melalui kegiatan membaca ulang lirik, siswa dapat memilih jawaban yang benar terkait makna kata, frasa, dan baris dari lirik lagu dengan tepat.
7. Melalui kegiatan terbimbing mencari makna kata, siswa dapat menemukan padanan kata Bahasa Indonesia dan Bahasa Inggris yang sesuai dengan benar.
8. Melalui kegiatan menganalisis lirik lagu dan gambar, siswa dapat menentukan tema, topik, dan fungsi sosial dari lirik lagu dan gambar terkait dengan tepat.
9. Melalui kegiatan membaca lirik lagu, siswa dapat menentukan makna, tema atau topik sebuah lagu dengan benar.
10. Melalui kegiatan membaca ulang lirik, siswa dapat memilih jawaban yang benar terkait makna kata, frasa, dan baris dari lirik lagu dengan tepat.
11. Melalui kegiatan membaca ulang lirik, siswa dapat mengisi paragraf rumpang yang menceritakan kembali tema, dan isi dari lirik lagu dengan tepat.
12. Melalui kegiatan menganalisis lirik dan gambar, siswa dapat menemukan makna dan fungsi sosial dari lirik lagu dan gambar terkait dengan tepat.
13. Melalui kegiatan menganalisis lirik dan gambar, siswa dapat menemukan informasi rinci terkait lirik lagu dengan tepat.
14. Melalui menganalisis lirik lagu, siswa dapat menjelaskan berbagai aspek yang mempengaruhi perubahan makna dengan benar.
15. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku jujur, percaya diri, dan bertanggung jawab.
16. Melalui kegiatan menganalisis berbagai gambar, lirik lagu, video, siswa dapat menemukan keterkaitan antara lagu, benda, dan/atau peristiwa terkait dengan logis dan kritis.

4

1. Melalui kegiatan menganalisis gambar terkait peristiwa di dalam kehidupan, secara individu siswa dapat menjawab pertanyaan terkait dengan peristiwa di dalam kehidupan dengan disertai refleksi diri dengan benar.
2. Melalui kegiatan menganalisis gambar terkait sampul album, secara individu siswa dapat menjawab pertanyaan-pertanyaan terkait dengan informasi rinci yang ada di dalam gambar dengan tepat.
3. Melalui kegiatan menganalisis gambar terkait sampul album, siswa dapat menjawab pertanyaan terkait dengan informasi tersirat yang ada di dalam gambar dengan tepat.
4. Melalui kegiatan menganalisis lirik lagu dan gambar, siswa dapat menemukan padanan makna pada kalimat-kalimat yang ada di dalam lirik dan gambar dengan tepat.
5. Melalui kegiatan menganalisis kalimat, siswa dapat menggunakan kata-kata yang tersedia untuk mengisi kalimat-kalimat rumpang dengan tepat.
6. Melalui kegiatan menonton video, siswa dapat mengucapkan lirik lagu dengan benar.
7. Melalui kegiatan membaca ulang lirik lagu, siswa dapat menjawab pertanyaan terkait makna lagu, fungsi sosial, dan informasi rinci lagu dengan tepat.
8. Melalui kegiatan membaca ulang lirik lagu, siswa dapat mengucapkan lirik lagu dengan benar.
9. Melalui kegiatan membaca ulang lirik lagu, siswa dapat menemukan padanan makna kalimat dan bait lirik lagu yang sesuai dengan tepat.
10. Melalui kegiatan membaca lirik lagu, siswa dapat mengucapkan lirik lagu dengan benar.
11. Melalui kegiatan membaca ulang lirik lagu, siswa dapat menemukan padanan makna dengan tepat.
12. Melalui berbagai kegiatan pembelajaran, siswa dapat menjodohkan bagaimana pemaparan makna dapat dilakukan dengan tepat.
13. Melalui rangkaian kegiatan menganalisis berbagai gambar, lirik lagu, video, siswa dapat menemukan keterkaitan antara lagu, benda, dan atau peristiwa terkait dengan logis dan kritis.



# Peran Guru & Orang Tua

Pembelajaran ke-	Peran Guru dan Peran Orang Tua	
1	<ol style="list-style-type: none"><li>1. Mendampingi siswa ketika membahas berbagai gambar beserta tema lagu tersebut.</li><li>2. Jika memungkinkan, menyediakan alternatif gambar dan lagu lain yang lebih memiliki fungsi luas namun dengan tema yang tetap dekat dengan kehidupan siswa.</li><li>3. Jika siswa mengalami kesulitan dalam mengakses video, membantu unruk memberikan contoh cara membacakan lirik lagu</li><li>4. Memberikan bantuan ketika siswa mengalami kesulitan dalam memahami kata-kata asing.</li></ol>	<ol style="list-style-type: none"><li>1. Mendampingi anak ketika mengerjakan aktivitas pada kegiatan pembelajaran.</li><li>2. Jika memungkinkan, membantu anak dalam mengakses video lagu agar siswa mengetahui cara pengucapan dari lirik lagu yang diberikan.</li><li>3. Menjadi penghubung dengan guru ketika anak mengalami kesulitan ketika belajar di rumah.</li></ol>
2	<ol style="list-style-type: none"><li>1. Mendampingi siswa ketika membahas berbagai gambar beserta tema lagu tersebut.</li><li>2. Jika memungkinkan, menyediakan alternatif gambar dan lagu lain yang lebih memiliki fungsi luas</li></ol>	<ol style="list-style-type: none"><li>1. Mendampingi anak ketika mengerjakan aktivitas pada kegiatan pembelajaran.</li><li>2. Jika memungkinkan, membantu anak dalam mengakses video lagu agar anak mengetahui</li></ol>

	<p>namun dengan tema yang tetap dekat dengan kehidupan siswa.</p> <ol style="list-style-type: none"> <li>3. Jika siswa mengalami kesulitan dalam mengakses video, membantu unruk memberikan contoh cara membacakan lirik lagu</li> <li>4. Memberikan bantuan ketika siswa mengalami kesulitan dalam memahami kata-kata asing.</li> </ol>	<p>cara pengucapan dari lirik lagu yang diberikan.</p> <ol style="list-style-type: none"> <li>3. Menjadi penghubung dengan guru ketika anak mengalami kesulitan ketika belajar di rumah.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Mendampingi siswa ketika membahas berbagai gambar beserta tema lagu tersebut.</li> <li>2. Jika memungkinkan, menyediakan web atau bahan alternatif untuk membantu siswa menguasai pengucapan</li> <li>3. Jika siswa mengalami kesulitan dalam mengakses video, membantu unruk memberikan contoh cara membacakan lirik lagu</li> <li>4. Memberikan bantuan ketika siswa mengalami kesulitan dalam memahami kata-kata asing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mendampingi anak ketika mempelajari makna atau tema dari lirik lagu</li> <li>2. Membantu anak dalam mengakses video lagu agar siswa</li> <li>3. Membantu anak untuk mengetahui cara pengucapan dari lirik lagu yang diberikan.</li> <li>4. Menjadi penghubung dengan guru ketika anak mengalami kesulitan ketika belajar di rumah.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Mendampingi siswa ketika membahas berbagai gambar beserta lirik lagu tersebut.</li> <li>2. Jika memungkinkan menyediakan alternatif</li> </ol>	<ol style="list-style-type: none"> <li>1. Mendampingi anak ketika mengerjakan aktivitas pada kegiatan pembelajaran.</li> <li>2. Jika memungkinkan, membantu anak dalam mengakses video lagu</li> </ol>

	<p>bantuan ketika siswa membandingkan liriklagu.</p> <p>3. Jika siswa mengalami kesulitan dalam mengakses video, membantu unruk memberikan contoh cara membacakan lirik lagu</p> <p>4. Memberikan bantuan ketika siswa mengalami kesulitan dalam memahami kata-kata asing.</p>	<p>agar anak mengetahui cara pengucapan dari lirik lagu yang diberikan.</p> <p>3. Membantu anak memaknai lirik lagu ketika siswa ketika mereka membandingkan isi lirik lagu.</p> <p>4. Menjadi penghubung dengan guru ketika anak mengalami kesulitan ketika belajar di rumah.</p>
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# Lesson 1

## What Do You Know about It?

At the end of the lesson, you will be able to talk about various kinds of information about teenage life.

## Let's Get Ready



**A. Do you know that some events have special songs that represent them? Draw lines to match the pictures and the song titles in pairs.**

*Apakah Ananda tahu bahwa beberapa kegiatan atau peristiwa memiliki lagu khusus yang berhubungan dengan hal itu? Buatlah garis untuk menjodohkan gambar dan judul lagu secara berpasangan!*



1.

‘Reaching for the Star’



A.

‘At Eighteen – The 2019 Korean Drama’



2.

‘We are the World’



B.

‘The 2018 Asian Games’



3.

‘Moments’



C.

‘The 1985 Ethiopia Starvation’



**B. Answer the following questions based on the picture in pairs.**  
*Jawablah pertanyaan-pertanyaan berikut ini berdasarkan gambar secara berpasangan!*

1. Have you heard all of the songs?

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2. Do you know all of the events?

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---

3. What is the first song for?

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4. What is the second song for?

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5. What is the third song for?

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Besides to entertain the listeners, songs have other functions. As you can see above, there are four functions of songs in our life.



## Let's Study



### Activity 1

Read the song lyrics below. Watch the video in groups.

Bacalah lirik lagu di bawah ini! Tontonlah videonya secara berkelompok!

### REACH FOR THE STARS

Original Version Written by Parlin Burman Siburian (Pay)

Translated & Performed by Jannine Weigel

Everything that I have dreamed of  
All the gold that I have longed for  
Every goal that I've inclined to  
This is the moment of truth

So much more than just the glory  
We are writing our own history  
Heaven's army right on our side  
This next path looking so bright

Chorus 1:  
Now the game is tight  
Get my focus right  
One thing in mind yea I'm a winner  
I can't quit now; I reach for the stars

Chorus 1  
Now the game is tight  
Get my focus right  
One thing in mind yea I'm a winner  
I can't quit now; I reach for the stars  
(I reach for the stars)

Yo yo ayo... yo ayo Yo yo ayo... yo ayo  
Yo yo ayo... yo ayo Yo yo.. ooo...ooo  
Yo yo ayo... yo ayo Yo yo ayo... yo ayo  
Yo yo ayo.. kita datang kita raih kita menang

Chorus 2:  
มาจับมือฉันทำสิ่งยิ่งใหญ่  
จะจารึกไว้ทุกวันนี้เวลา  
จะชนะหรือไม่สำเร็จ  
แค่เกมส์แข่งขันให้เราเจอกัน

Chorus 2  
มาจับมือฉันทำสิ่งยิ่งใหญ่  
จะจารึกไว้ทุกวันนี้เวลา  
จะชนะหรือไม่สำเร็จ  
แค่เกมส์แข่งขันให้เราเจอกัน

Chorus 3:  
เก็บความตั้งใจเก็บความพากเพียร  
อดทนสู้ไปไม่เคยหวั่นไหว  
เอื้อมมือขึ้นฟ้าถึงแม่แสนไกล  
ไขว่คว้าให้ถึงดาว

Chorus 1  
Now the game is tight  
Get my focus right  
One thing in mind yea I'm a winner  
I can't quit now; I reach for the stars

Chorus 3  
เก็บความตั้งใจเก็บความพากเพียร  
อดทนสู้ไปไม่เคยหวั่นไหว  
เอื้อมมือขึ้นฟ้าถึงแม่แสนไกล  
ไขว่คว้าให้ถึงดาว

The Lyrics Source:

[https://bit.ly/ReachForTheStars\\_L1S1GAD](https://bit.ly/ReachForTheStars_L1S1GAD)

<https://lyricsalls-v1.blogspot.com/2018/08/lirik-jannine-weigel-meraih-bintang.html>

The Song Video available on YouTube:

[https://bit.ly/ReachForTheStars\\_L1S1GAD](https://bit.ly/ReachForTheStars_L1S1GAD)

[https://www.youtube.com/watch?v=iLy5BqK8GmM&ab\\_channel=Alutfis](https://www.youtube.com/watch?v=iLy5BqK8GmM&ab_channel=Alutfis)





### Activity 2

**Answer the questions below in groups.**

*Jawablah pertanyaan-pertanyaan di bawah ini secara berkelompok!*

1. Who are the song's targeted listeners?  
Explain the reasons.

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---

2. What is the song about? Mention the key words to help you decide it.

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3. What do you think the writer's reasons for composing the song?

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4. Why do you think there are two languages in the song?

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5. What is the meaning of the phrase 'reach for the stars'?

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### Activity 3

Read the song lyrics below. Watch the video in groups.

Bacalah lirik lagu di bawah ini! Tontonlah videonya secara berkelompok!

#### REACH FOR THE STARS

Original Version Written by Parlin Burman Siburian (Pay)

Translated & Performed by Jason Chen

Every moment every second  
 I've been striving for perfection  
 Every gold that I've been a climb  
 to  
 This is the moment of truth  
  
 Bu shi zhi sheng wei le zi ji  
 Wei le da jia yi qi nu li  
 Gen wo yi qi kua guo da hai  
 Zou xiang zui yang guang de wei  
 lai

Chorus 1:  
 Now the game is tight  
 Get my focus right  
 One thing in mind,  
 Yeah, I'm a winner  
 Can't quit now  
 I reach for the stars  
 (Reach for the stars)

Chorus 2:  
 Zhuo xia le jue ding  
 Na chu le zi xin  
 Shen hu xi, oh xiang xin zi ji  
 Yi ding shun li  
 Reach for the stars  
 (Reach for the stars)

Chorus 3:  
 Yoo yo ayoo, yo ayo yoo... yo ayo  
 Yoo ayo yoo... yo ayo  
 Yoo ayo yoo... yo.. woo oo oh...  
 Yoo yo ayo, yo ayo yoo... yo ayo  
 Yoo ayo yoo... yo ayo  
 Wo men lai le, wo men.. dao le,  
 Wo men ying le

Chorus 4:  
 Ru guo shun li de da di yi ming  
 Ru guo shu le xia ci geng nu li  
 Zui zhong yao shi bao chi qian xu  
 Zhi yao nu li da jia dou shi guan  
 jun

Chorus 4:  
 Ru guo shun li de da di yi ming  
 Ru guo shu le xia ci geng nu li  
 Zui zhong yao shi bao chi qian xu  
 Zhi yao nu li da jia dou shi guan  
 jun  
 Wuo oo oh...  
 (Music)

Chorus 2  
 Zhuo xia le jue ding  
 Na chu le zi xin  
 Shen hu xi, oh xiang xin zi ji  
 Yi ding shun li  
 Reach for the stars  
 (Reach for the stars)

Chorus 3  
 Yoo yo ayoo, yo ayo yoo... yo  
 ayo  
 Yoo ayo yoo... yo ayo  
 Yoo ayo yoo... yo.. woo oo oh...  
 Yoo yo ayo, yo ayo yoo... yo ayo  
 Yoo ayo yoo... yo ayo  
 Wo men lai le, wo men.. dao le,  
 Wo men ying le

Chorus 1  
 Now the game is tight  
 Get my focus right  
 One thing in mind,  
 Yeah, I'm a winner  
 Can't quit now  
 I reach for the stars  
 (Reach for the stars)

Chorus 2  
 Zhuo xia le jue ding  
 Na chu le zi xin  
 Shen hu xi, oh xiang xin zi ji  
 Yi ding shun li  
 Reach for the stars  
 (Reach for the stars)

Lyrics Source:  
[https://bit.ly/ReachForTheStars\\_L1S2GAD](https://bit.ly/ReachForTheStars_L1S2GAD)  
[https://www.smule.com/song/mandarin-english-ver-jason-chen-asian-games-2018-reach-stars-meraih-bintang-%E5%BF%83%E6%AF%94%E5%A4%A9%E9%AB%98-english-mandarin-ve/7222159\\_7222159/arrangement](https://www.smule.com/song/mandarin-english-ver-jason-chen-asian-games-2018-reach-stars-meraih-bintang-%E5%BF%83%E6%AF%94%E5%A4%A9%E9%AB%98-english-mandarin-ve/7222159_7222159/arrangement)

Video Source:  
[https://bit.ly/ReachForTheStars\\_L1S2GAD](https://bit.ly/ReachForTheStars_L1S2GAD)  
[https://www.youtube.com/watch?v=5ssbivLAY7Q&ab\\_channel=TolongKita](https://www.youtube.com/watch?v=5ssbivLAY7Q&ab_channel=TolongKita)



#### Activity 4

Answer the questions below in groups.

*Jawablah pertanyaan-pertanyaan di bawah ini secara berkelompok!*

1. Who are the song's targeted listeners? Explain the reasons.

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---

---

---

2. What is the song about?  
Mention the key words to help you decide it.

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---

3. Why do you think the song writer composed the song?

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4. What might be the reasons for composing the song in relation to the event?

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5. What does the phrase 'this is the moment of truth' mean?

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### Activity 5

Read the song lyrics below. Watch the video in pairs.

Bacalah lirik lagu di bawah ini! Tontonlah videonya!

#### MERAIH BINTANG (2018 ASIAN GAMES OFFICIAL SONG)

Written by Parlin Burman Siburian (Pay)	Performed by Via Vallen
Setiap saat setiap waktu	Cm
Keringat basahi tubuh	Ab
Ini saat yang kutunggu	Eb
Hari ini kubuktikan	Bb
Ku yakin aku kan menang	Cm
Hari ini kan dikenang	Ab
Semua doa kupanjatkan	Eb
Sejarah kupersembahkan	Bb
<b>Chorus 1:</b> Terus fokus satu titik,	Cm (Chorus 1)
hanya itu titik itu	Ab
Tetap fokus kita kejar	Eb
lampaui batas	Bb
<b>Chorus 2:</b> Terus fokus satu titik,	Cm (Chorus 2)
hanya itu titik itu	Ab
Tetap fokus kita kejar	Eb
dan raih bintang	Bb
<b>Chorus 3:</b> Yo yo ayo... yo ayo Yo yo ayo... yo ayo	Cm .....Ab (Chorus 3)
Yo yo ayo yo ayo Yo yo.. ooo...ooo	Eb .....Bb
Yo yo ayo... yo ayo Yo yo ayo... yo ayo	Cm .....Ab
Yo yo ayo.. Kita datang kita lihat kita menang	Eb .....Bb
<b>Chorus 4:</b> Kalau menang berprestasi	Cm .....Ab (Chorus 4)
Kalau kalah jangan frustasi	Eb .....Bb
Kalah menang solidaritas	Cm .....Ab
Kita galang sportivitas	Eb .....Bb
<b>Chorus 4</b>	<b>Chorus 4</b>
Wo o o ... (Music)	Wo o o ... (Music)
<b>Chorus 2</b>	<b>Chorus 2</b>
<b>Chorus 3</b>	<b>Chorus 3</b>
Wo o o ...	Wo o o ...
<b>Chorus 1</b>	<b>Chorus 1</b>



Chorus 2  
(Music)

Chorus 2  
(Music)

Lyrics Source:

[https://bit.ly/ReachForTheStars\\_L1S3GAD](https://bit.ly/ReachForTheStars_L1S3GAD)

<https://www.kompas.com/hype/read/2020/06/23/151455966/lirik-dan-chord-lagu-meraih-bintang-dari-via-vallen-lagu-tema-asian-games>

Video Source:

[https://bit.ly/ReachForTheStars\\_L1S3GAD](https://bit.ly/ReachForTheStars_L1S3GAD)

[https://www.youtube.com/watch?v=1ak17RxcqBQ&ab\\_channel=18thAsianGames2018](https://www.youtube.com/watch?v=1ak17RxcqBQ&ab_channel=18thAsianGames2018)



### Activity 6

Answer the questions below in pairs.

Jawablah pertanyaan di bawah ini secara berpasangan!

1. The title of the song is \_\_\_\_\_.

2. The phrase 'official song' means that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

3. The composer of the song is \_\_\_\_\_.

4. The singer of the song is \_\_\_\_\_.

5. The name 'Pay' is put in the brackets because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



### Activity 7

Discuss the answers to the questions below in groups.

*Diskusikanlah dalam kelompokmu jawaban-jawaban untuk pertanyaan-pertanyaan di bawah ini!*

1. Who are the song's targeted listeners?  
Explain the reasons.

---

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2. Why do you think the song is composed?

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3. To whom does the word 'aku' in the song refer?

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4. What event does the clause of '*setiap saat setiap waktu - keringat basahi tubuh*' refer to?

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5. What kind of event does the clause of '*ini saat yang kutunggu - hari ini kubuktikan*' refer to?

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6. What does the clause '*sejarah kupersembahkan*' mean?

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7. What does the section of Chorus 1 up to chorus 2 try to say?

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8. What is the function of Chorus 3?

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9. What is the importance of Chorus 4?

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10. What is the importance of the Chords?

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### Activity 8

**Analyze the three songs and compare them. Find the similarities and the differences among the three of them in pairs.**

*Analisis ketiga lagu tersebut dan bandingkan! Temukan persamaan dan perbedaan dari ketiganya secara berpasangan!*

NO	TOPIC	SIMILARITIES	DIFFERENCES
1	Title		
2	The Song Lyrics		
3	The Singer		
4	The Listeners		
5	The Function of the Song		
6	The Message		
7	The Music		
8	The First Verse		
9	The Second Verse		
10	The Chorus		



### Activity 9

Read the song lyrics below. Watch the video.

Bacalah lirik lagu di bawah ini! Tontonlah videonya!

#### EYE OF THE TIGER

Written by Frankie Sullivan & Jim Peterik)

Performed by Survivor Band

Rising up, back on the street  
Did my time, took my chances  
Went the distance, now I'm back on my feet  
Just a man and his will to survive

So many times, it happens too fast  
You trade your passion for glory  
Don't lose your grip on the dreams of the past  
You must fight just to keep them alive

Chorus:  
It's the eye of the tiger; it's the thrill of the fight  
Rising up to the challenge of our rival  
And the last known survivor stalks his prey in the night  
And he's watching us all with the eye of the tiger

Face to face, out in the heat  
Hanging tough, staying hungry  
They stack the odds 'til we take to the street  
For the kill with the skill to survive

Chorus:  
It's the eye of the tiger; it's the thrill of the fight  
Rising up to the challenge of our rival  
And the last known survivor stalks his prey in the night  
And he's watching us all with the eye of the tiger

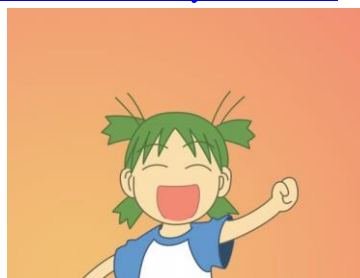
Rising up, straight to the top  
Had the guts, got the glory  
Went the distance, now I'm not gonna stop  
Just a man and his will to survive

Chorus:  
It's the eye of the tiger; it's the thrill of the fight  
Rising up to the challenge of our rival  
And the last known survivor stalks his prey in the night  
And he's watching us all with the eye of the tiger

The eye of the tiger  
The eye of the tiger  
The eye of the tiger  
The eye of the tiger

The Song Lyrics Source:  
[https://bit.ly/EyeOfTheTiger\\_L1S4GAD](https://bit.ly/EyeOfTheTiger_L1S4GAD)  
<https://www.azlyrics.com/lyrics/survivor/eyeoft hetiger.html>

The Video Source:  
[https://bit.ly/EyeOfTheTiger\\_L1S4GAD](https://bit.ly/EyeOfTheTiger_L1S4GAD)  
[https://www.youtube.com/watch?v=zpcJdMHQM3M&list=RDzpcJdMHQM3M&start\\_radio=1&t=37&ab\\_channel=LyricMovies](https://www.youtube.com/watch?v=zpcJdMHQM3M&list=RDzpcJdMHQM3M&start_radio=1&t=37&ab_channel=LyricMovies)





### Activity 10

**State whether the match of English words or phrases and the Indonesian meanings are true or false in groups.**

*Nyatakan apakah pasangan kata atau frasa dalam Bahasa Inggris dan maknanya dalam Bahasa Indonesia benar atau salah secara berkelompok!.*

Put a tick (✓) for the correct answers and cross (✗) for the wrong answers.

No	English Words/Phrases	Indonesian Words/Phrases	✓/✗
1	rise up	terbit	
2	chances	kesempatan-kesempatan	
3	distance	pergi	
4	will	keinginan	
5	survive	bertahan/menyelamatkan diri	
6	trade	berdagang	
7	passion	pasien	
8	glory	kejayaan	
9	lose	kalah	
10	grip	genggaman	
11	fight	perkelahian	
12	alive	hidup	
13	thrill	film horor	
14	challenge	tantangan	
15	rival	lawan	
16	stalks	berbicara	
17	prey	mangsa	
18	face to face	tatap muka	
19	heat	rapih	
20	hanging	nongkrong	
21	tough	tabah	
22	stack	cadangan	

23	odds	ganjil	
24	skill	pengetahuan	
25	guts	keberanian	



### Activity 11

**Complete these following statements with the right words or phrases in groups.**

*Lengkapi pernyataan-pernyataan berikut ini dengan kata-kata atau frasa-frasa yang tepat secara berkelompok!*

No	Statements
1	We must not waste our food because many people are _____.
2	The _____ between Jakarta and Bandung is shorter than that between Bandung and Yogyakarta.
3	Being the first winner is a _____.
4	I feel down because I lost my _____.
5	Difficulty should be regarded as a/an _____ so that we must not give up.
6	It is better to have more friends rather than to have a/an _____.
7	The best _____ for a snake is a mouse.
8	It is better to talk _____ to have a good communication rather than through an online platform.
9	We must be _____ during the hardships.
10	Don't lose our _____ when we pursue our passion.



### Activity 12

**Read some statements about the song and state whether they are true or false in groups.**

*Bacalah beberapa pertanyaan terkait lagu tadi dan nyatakan benar atau salah secara berkelompok!*

Put a tick (✓) for the correct answers and cross (✗) for the wrong answers.

No	Statements	✓/✗
1	Survivor is the title of the song.	
2	One person sings the song.	
3	There is a composer of the song.	
4	We can watch the video of the song through azlyrics.com.	
5	There is a chorus part that is repeated three times.	
6	The song is about the characteristics of a tiger.	
7	The animal lives on the street.	
8	The song talks about the return of a person from loss or challenging position.	
9	The song shows that the main character has gone through ups and downs.	
10	The song tells us that the main character is still a loser.	

## Let's Check



This song is a national song that you often hear in the flag ceremony. Answer the following questions appropriately and discuss your answers in the class.

*Lagu ini sering Ananda dengar saat upacara bendera. Jawab pertanyaan-pertanyaan ini dengan benar dan diskusikan jawaban-jawabanmu di kelas!*



**BAGIMU NEGERI**

Composed by Kusnini (1942)

Declared as a National Song (1960)

### BAGIMU NEG'RI

do = G 4/4 Grave

Kusnini

5̣ 1̣ . 6̣ 5̣ 3̣ | 5̣ . 5̣ 1̣ . 2̣ 3̣ . ' |  
Pa - da - mu, Ne - gri, ka - mi ber - jan - ji.

4 5̣ . 5̣ 3 1 | 1̣ . 1̣ 2̣ . 3̣ 2̣ . ' |  
Pa - da - mu, Ne - gri, ka - mi ber - bak - ti.

5̣ 1̣ . 6̣ 5̣ 3̣ | 5̣ . 5̣ 1̣ . 2̣ 3̣ . ' |  
Pa - da - mu, Ne - gri, ka - mi meng - ab - di.

4 5̣ . 5̣ 3 1 | 2̣ 3̣ 4̣ 3̣ 2̣ 1̣ . ||  
Ba - gi - mu, Ne - gri, ji - wa - ra - ga ka - mi.

1	What is the title of the song?
2	Kusnini is the _____ of the song.
3	What kind of song is this song?
4	The song talks about _____.
5	What is the message of the song?
6	Why do you think this song is suitable to be sung during a flag ceremony?
7	Mention five other songs that are frequently sung during a flag ceremony?
8	As a teenager, what can you do for Indonesia? Mention five things.



## Let's Sum up



As teenagers, you may have stories of life, experiences or dreams. Some teenagers like sport and may join a sport club or dream to be an athlete. Other youngsters may like arts such as songs, paintings, dramas, etc. These activities can be represented by events and songs. Then, as youngsters, you may also have different colourful stories in life. Friendships, families, successes, and failures may be present in your life. They can be pictured out by songs.

**Discuss with your partner to complete the chart.**

*Berdiskusilah dengan pasanganmu untuk melengkapi bagan di bawah ini!*



## Let's Reflect

Tick the best picture that describes your answer.

*Centanglah gambar yang menggambarkan jawabanmu.*

### WHAT DO YOU THINK OF THE LESSON?



I don't enjoy the lesson.

\_\_\_\_\_



The lesson is nice.

\_\_\_\_\_



I love the lesson so much.

\_\_\_\_\_

### DO YOU LIKE SONGS AND SINGING SONGS?



I don't like songs and singing.

\_\_\_\_\_




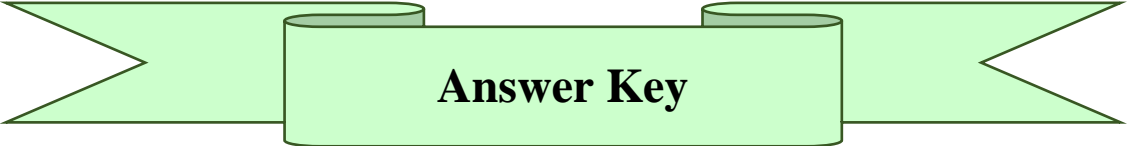
Sometimes, I listen to songs and sing.

\_\_\_\_\_



Music is my cup of tea.

\_\_\_\_\_

## Answer Key

### Let's Get Ready

#### A

- 1 – B
- 2 – C
- 3 – A

#### B

1. Have you heard the song? Possible answers:
  - Yes, I have.
  - No, I have not.
  - I have heard one/two/some of them.
2. Do you know all of the events? Possible answers:
  - Yes, I do.
  - No, I don't.
  - I know one/two/some of them.
3. What are the songs for? Possible answers:
  - To promote the 2018 Asian Games
  - To collect the donation for the starvation problem in Ethiopia/Africa in the year of 2009
  - To promote and sum up the story of the Korean drama.

### Let's Study

#### Activity 1

Read the song lyric.

#### Activity 2

1. The athletes and people from Thailand are the song's targetted listeners. It can be seen from the letters used in the song lyrics.
2. The song is about the spirit and ethos to participate in a competition and win, especially for the Thailand athletes to win the 2018 Asian Games. The keywords are dream, gold, long for, goal, incline, moment of truth, glory, history, army, bright, tight, focus, mind, winner, quit.
3. To give spirit to the athletes, especially the ones from Thailand.
4. It is for promoting the Asian Games, especially to the Thais.
5. It means to win.

### Activity 3

Read the song lyric.

### Activity 4

1. The athletes and people from Taiwan or Chinese descendant countries are the song's targeted listeners. It can be seen from the letter used in the song lyrics.
2. The song is about the spirit and ethos to participate in a competition and win, especially for the Taiwan or Chinese descendant countries athletes to win the 2018 Asian Games. The keywords are dream, gold, long for, goal, incline, moment of truth, glory, history, army, bright, tight, focus, mind, winner, quit.
3. To give a spirit for the athletes, especially the ones from Taiwan or other Chinese descendant countries
4. It is for promoting the Asian Games, especially to the Taiwans or to citizens of Chinese speaking countries.
5. It means to win.

### Activity 5

Read the song lyric.

### Activity 6

1. Meraih Bintang
2. The song is specially selected for promoting or acting as a symbol of the event.
3. The composer of the song is Parlin Burhan Siburian (Pay).
4. The singer of the song is Via Vallen.
5. The name 'Pay' is written in the brackets because it is an alias of Parlin Burhan Siburian – the real name of the composer.

### Activity 7

1. The targeted listeners are the athletes and people of Indonesia as the song is in Indonesian.
2. The song is specially selected for promoting or acting as a symbol of the 2018 Asian Games as Indonesia was the host country.
3. The word 'aku' refers to every athlete.
4. The clause refers to the practice time of the athletes.
5. The clause refers to the competition time or the winning time.
6. The clause refers to the possibility for the athlete's name to be remembered as if they won, and then their name will be mentioned and noted.
7. Chorus 1 up to chorus 2 talk about what every athlete must focus on.
8. The function of the chorus is to repeat the parts that strengthen the message of the song.

9. The importance of Chorus 4 is to tell the listeners what they must do if they win or they lose.
10. They guide a singer or musician tossing or play the song in tune.

### Activity 8

NO	TOPIC	SIMILARITIES	DIFFERENCES
1	Title	They share the same meanings	The languages are different.
2	The Song Lyrics	They are the same for some parts.	There are variations of messages.
3	The Singer	Three of them are real singers from their own respective countries.	Their nationalities.
4	The Listeners	The athletes	The citizens of the countries are involved in the 2018 Asian Games.
5	The Function of the Song	Promoting and symbolizing the event	The original one is from Indonesia, while the two others are the translations.
6	The Message	Every athlete must focus and try their best to win. They also have practiced and waited for the events	
7	The Music	They share the basic tune.	The Taiwan is more like the Thailand's adapted version.
8	The First Verse	The first verses discuss success.	The terms for success vary dan are in different positions.
9	The Second Verse	Two verses talk about the importance of winning as a part of history.	One verse uses different languages from the two. The contents of the two verses are slightly different.
10	The Chorus	The parts with the expressions of 'yo ayo' are the same.	Some choruses differ from the ones in the original Indonesian lyrics.

### Activity 9

Read the song lyric.

### Activity 10

No	English Words/Phrases	Indonesian Words/phrases	✓/✗
1	rise up	terbit	✗
2	chances	kesempatan-kesempatan	✓
3	distance	pergi	✗

4	will	keinginan	✓
5	survive	bertahan/menyelamatkan diri	✓
6	trade	berdagang	✗
7	passion	pasien	✗
8	glory	kejayaan	✓
9	lose	kalah	✗
10	grip	genggaman	✓
11	fight	perkelahian	✗
12	alive	hidup	✓
13	thrill	film horor	✓
14	challenge	tantangan	✓
15	rival	lawan	✓
16	stalks	berbicara	✗
17	prey	mangsa	✓
18	face to face	tatap muka	✓
19	heat	rapih	✗
20	hanging	nongkring	✗
21	tough	tabah	✓
22	stack	cadangan	✗
23	odds	ganjil	✗
24	skill	pengetahuan	✗
25	guts	keberanian	✓

### Activity 11

- |              |                 |
|--------------|-----------------|
| 1. hungry    | 6. rival        |
| 2. distance  | 7. prey         |
| 3. glory     | 8. face to face |
| 4. chance    | 9. tough        |
| 5. challenge | 10. dreams      |

### Activity 12

- |      |       |
|------|-------|
| 1. X | 6. X  |
| 2. X | 7. X  |
| 3. X | 8. ✓  |
| 4. X | 9. ✓  |
| 5. ✓ | 10. X |


### Let's Check

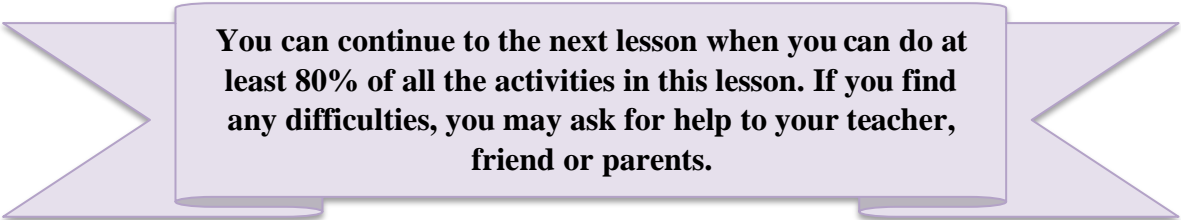
1. *Bagimu Negeri*
2. Composer
3. A national song
4. Every Indonesian's citizen promise made for the homeland.
5. Every Indonesian should love Indonesia and tries his/her best for Indonesia.
6. The song is suitable to be sung in flag ceremonies as it represents the love, the promise, and the pride to this country, and it can increase the nationalism of every citizen.
7. Other songs that are closely related to flag ceremonies are
  - a. Indonesia Raya
  - b. Sumpah Pemuda
  - c. Halo-Halo Bandung
  - d. Garuda Pancasila
  - e. Tanah Air
  - f. Rayuan Pulau Kelapa
  - g. Serumpun Padi
  - h. Maju Tak Gentar, etc.
8. Things that can be done by teenagers for Indonesia are:
  - a. Studying diligently
  - b. Maintaining friendships
  - c. Being responsible
  - d. Paying respect to elders and heroes
  - e. Competing fairly
  - f. Thinking positively
  - g. Being honest
  - h. Living healthily, etc.

### Let's Sum Up

Songs are possibly used for:

1. promoting events
2. inviting people to donate
3. asking people to participate
4. encouraging people to apply some targetted policies, regulations or procedures
5. supporting people's spirit
6. expressing feelings
7. entertaining
8. having a relaxing time
9. expressing feeling

- 
10. inviting people to do something
  11. boosting nationalism
  12. haveing a guessing game
  13. telling our love to others, such as to parents, siblings, friends, or countries.



**You can continue to the next lesson when you can do at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friend or parents.**





# Lesson 2

## Why Not Explore More?

At the end of the lesson, you will be able to identify the social function and linguistic features of song lyrics about teenage life.

## Let's Get Ready



In this stage, you have a text to analyze. After analyzing the text, answer the two following questions.

Di bagian ini, Ananda akan menganalisis sebuah teks. Setelah menganalisisnya, jawablah kedua pertanyaan berikut ini.

What kind of text is it?

Blank lines for writing the answer to the first question.

Explain the reason/s.



WE ARE (1)



have a (2)



A (2) of what I wanna be - I wanna be free



That's what my (3) keeps telling me



(Chorus 0):



Give me your (4) - We'll find a (5)




There are (6) out there - That feel the same.  
And if we help each other - I just know we can succeed.



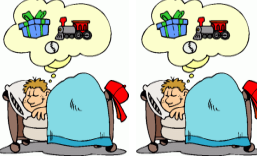
(Chorus 1): We are (7) **1** But we are different

We're from all around the (8)  - We share the same (9) 

We share the same (10) 

(Chorus 2)

We are every (11)  and (12) 

Come together & share our (2) 

We'll be among the (13)  - And we know that it's destiny

That we are (1)  - We are (1) 

I do believe

Oh, I believe in destiny

It's up to me - To make it into reality

(Chorus 0) - (Chorus 1)

(Bridge)

No matter where you're from

Or who you are

If we can find a commonplace to be

Then we are (14) 

(Chorus 1)

(Chorus 1)

(Chorus 2)

We are (13) 



Discuss your answers in the class. Remember to reason for your answers.

*Diskusikan bersama di kelas. Ingat untuk memberikan alasan untuk jawaban-jawabanmu!*

NO	PICTURES	WORD S	N O	PICTURES	WORD S
1			8		
2			9		
3			10		
4			11		
5			12		
6			13		
7			14		

## Let's Study



### Activity 1

Now, study the text again. As you have seen, it has some pictures representing meanings. Read it carefully and find the right words to replace the images in line with the context. Write your answers here. Sekarang, pelajari kembali teksnya. Sebagaimana telah kamu lihat, teks ini memiliki beberapa gambar yang melambangkan makna. Baca teksnya dengan hati-hati dan temukan kata-kata yang sesuai untuk menggantikan gambar-gambar yang maknanya sesuai dengan konteks. Tuliskan jawaban-jawabannya di sini!

### WE ARE (1) \_\_\_\_\_

I have a (2) \_\_\_\_\_  
A (2) \_\_\_\_\_ of what I wanna be  
I wanna be free  
That's what my (3) \_\_\_\_\_ keeps telling me

(Chorus 0)

Give me your (4) \_\_\_\_\_  
We'll find a (5) \_\_\_\_\_  
There are (6) \_\_\_\_\_ out there  
That feel the same.  
And if we help each other  
I just know we can succeed.

(Chorus 1)

We are (7) \_\_\_\_\_ - But we are different  
We're from all around the (8) \_\_\_\_\_  
We share the same (9) \_\_\_\_\_  
We share the same (10) \_\_\_\_\_

(Chorus 2)

We are every (11) \_\_\_\_\_ and (12) \_\_\_\_\_  
Come together & share our (1) \_\_\_\_\_  
We'll be among the (13) \_\_\_\_\_  
And we know that it's destiny  
That we are (1) \_\_\_\_\_  
We are (1) \_\_\_\_\_

I do believe  
Oh, I believe in destiny  
It's up to me, To make it into reality

(Chorus 0)

(Chorus 1)

(Bridge)

No matter where you're from  
Or who you are  
If we can find a commonplace to be  
Then we are (14) \_\_\_\_\_

(Chorus 1)

(Chorus 1)

(Chorus 2)

We are (1) \_\_\_\_\_



### Activity 2

**Discuss your answers in the class. Reason your answers and write the Indonesian version of the sentences containing the answers in this table.**

*Disiskusikan jawaban-jawabanmu bersama-sama! Berikan alasannya dan tuliskan versi Bahasa Indonesia dari kalimat-kalimat yang mengandung jawaban-jawaban di tabel ini!*

NO	WORDS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	



### Activity 3

Read aloud those words and pay attention to the pronunciation model provided by your teacher.

Bacalah dengan nyaring kata-kata berikut ini dan perhatikan contoh pengucapan yang diberikan oleh gurumu!

NO	WORDS
1	
2	
3	
4	
5	
6	
7	

NO	WORDS
8	
9	
10	
11	
12	
13	
14	



#### Activity 4

**Read the text aloud based on the model pronunciation from the teaching media provided by your teacher.**

*Bacalah dengan nyaring teks tadi dan perhatikan contoh pengucapan yang ada di dalam media yang guru Ananda siapkan!*



#### Activity 5

**In pairs or groups of four, reread the text and discuss the answers to the following questions.**

*Secara berpasangan atau di dalam kelompok yang terdiri dari empat orang, baca kembali teksnya dan jawablah pertanyaan-pertanyaan berikut!*

1. What does the text talk about? Explain what makes you think this way.

---

---

---

---

---

2. Why do you think the songwriter has written the text?

---

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---

---

3. What is the message that the text tries to tell? Tell the reason(s).

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---

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4. Do you think the message applies to you or your life? Why do you think so?

---

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---

---

---





### Activity 6

Now, study this picture and answer the questions in groups.

*Sekarang, pelajari gambar ini dan jawablah pertanyaan-pertanyaan terkait secara berkelompok!*



### STAY SAFE ASEAN

1. Who do you think the people in the pictures might be?

---

2. What makes them together? Give your reason.

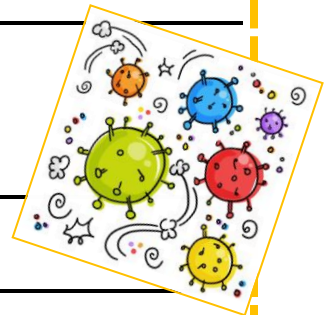
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3. Is there any relationship between the text you read before and the picture of the people? Explain your answers.

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---





### Activity 7

**Listen to the rhythm and pronounce the lyrics accurately.**

*Dengarkan musiknya dan lafalkan liriknya dari teks dengan tepat!*

**You can click the link below or listen to your teacher playing the material.**

*Ananda dapat mengklik link di bawah ini atau mendengarkan gurumu yang memutarakan medianya!*

Video: [https://bit.ly/WeAreUnity\\_L2S1GAD](https://bit.ly/WeAreUnity_L2S1GAD) or  
[https://www.youtube.com/watch?v=IZWe6gjVfUs&ab\\_channel=SAI\\_OFFICIAL](https://www.youtube.com/watch?v=IZWe6gjVfUs&ab_channel=SAI_OFFICIAL)



### Activity 8

**Read the song lyrics below. Watch the video.**

*Bacalah lirik lagu di bawah ini! Tontonlah videonya!*

#### *"We Are The World"*

*Written by Lionel Richie and Michael Jackson*

*Produced by Quincy Jones and Michael Omartian*

*(A charity single released on March 7, 1985, and performed by USA For Africa; place as the eight best-selling physical single of all time and the fastest-selling US pop single exceeding of 20 million copies)*



There comes a time when we heed a certain call

When the world must come together as one

There are people dying

And it's time to lend a hand to life

The greatest gift of all

So, let's start giving

There's a choice we're making

We're saving our own lives

It's true we'll make a better day

Just you and me

We can't go on pretending day by day  
That someone somewhere will soon make a  
change  
We're all a part of God's great big family  
And the truth, you know  
Love is all we need

We are the world  
We are the children  
We are the ones who make a brighter day  
So, let's start giving  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day  
Just you and me

Send them your heart, so they'll know that  
someone cares  
And their lives will be stronger and free  
As God has shown us by turning stone to  
bread  
And so we all must lend a helping hand

We are the world  
We are the children  
We are the ones who make a brighter day

When you're down and out  
There seems no hope at all  
But if you just believe  
There's no way we can fall  
Well, well, well  
Let's realize that a change can only come  
When we stand together as one

We are the world  
We are the children

We are the ones who make a brighter day  
So, let's start giving  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day  
Just you and me

The Song Lyric Source:

[https://bit.ly/WeAreTheWorld\\_L2S2GAD](https://bit.ly/WeAreTheWorld_L2S2GAD)  
<https://www.azlyrics.com/lyrics/michaeljackson/weretheworlddusaforafrica.html>

The Video Source:

[https://bit.ly/WeAreTheWorld\\_L2S2GAD](https://bit.ly/WeAreTheWorld_L2S2GAD)  
[https://www.youtube.com/watch?v=4M7c-JOnPdw&ab\\_channel=UnitedInSong](https://www.youtube.com/watch?v=4M7c-JOnPdw&ab_channel=UnitedInSong)



### Activity 9

Answer the questions individually by completing the sentences with your own words or choosing the best words or phrases in brackets based on the lyrics.

Jawablah pertanyaan di bawah ini dengan cara melengkapi kalimat-kalimat dengan kata-katamu sendiri atau dengan cara memilih kata atau prasa yang telah disediakan!

1. The title of the song is \_\_\_\_\_.

2. The title means that \_\_\_\_\_.

3. The song recording process was the responsibility of \_\_\_\_\_.

4. The lyrics and the music were arranged by \_\_\_\_\_.

5. The phrase 'A charity single' means that \_\_\_\_\_.

6. 'USA for Africa' is \_\_\_\_\_.

7. The song occupies the \_\_\_\_\_ position in the fastest album selling speed in America.

8. The song was probably sold around the number of \_\_\_\_\_ physical single pieces.



### Activity 10

**Read and understand the lyrics and focus more on the expressions that refer to a person or people. Answer the questions below individually by completing the sentences with your own words or by choosing the best words or phrases provided.**

*Baca dan pahami lirik lagu di atas, dan perhatikan penggunaan ungkapan-ungkapan yang mengacu kepada orang. Jawablah pertanyaan di bawah ini dengan cara melengkapi kalimat-kalimat dengan kata-katamu sendiri atau dengan cara memilih kata atau prasa yang telah disediakan!*

1. The pronoun 'we' in the title refers to _____
2. The word 'people' in the clause 'there are people dying' may refer to _____
3. The phrase 'someone somewhere' in the the clause 'that someone somewhere will soon make a change' refers to _____.
4. The pronoun 'you' refers to _____
5. The pronoun 'me' refers to _____
6. The possessive adjective 'our' in the clause 'we're saving our own lives' refers to _____ _____.
7. The pronoun 'them' in the clause 'send them your heart so they'll know that someone cares' probably refers to _____.
8. The pronoun 'they' in the clause 'send them your heart so they'll know that someone cares' possibly refers to _____.

9. The possessive adjective 'your' in the clause 'send them your heart so they'll know that someone cares' refers to \_\_\_\_\_.

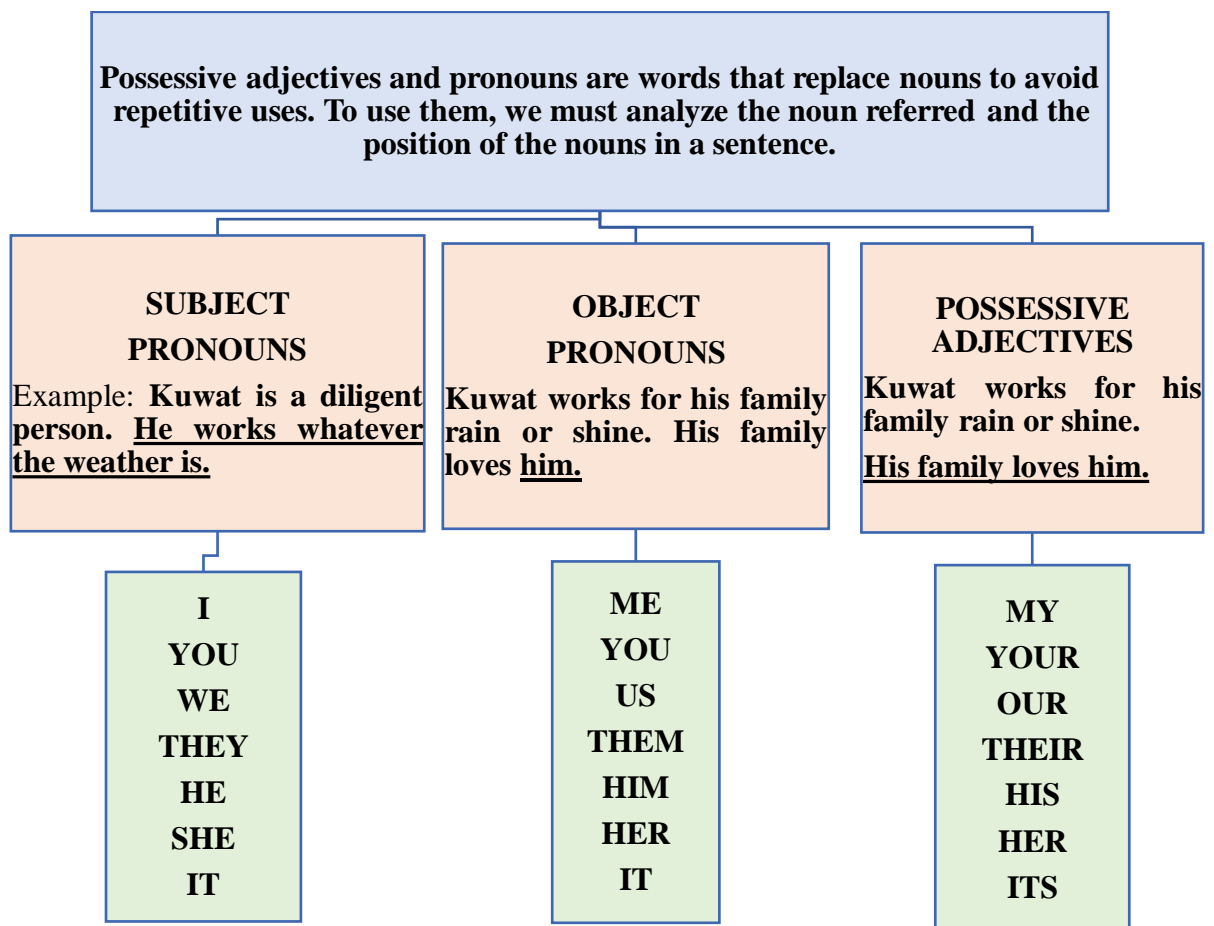
10. The possessive adjective 'their' in the clause 'and their lives will be stronger and free' refers to \_\_\_\_\_.



### Activity 11

Read and understand the provided explanation of pronouns and possessive adjectives.

Baca dan pahami penjelasan mengenai kata ganti berikut ini.





### Activity 12

Fill in the blanks with the right pronouns that are provided.

*Isilah rumpang yang ada dengan kata ganti yang sudah tersedia!*

NO	his your	her I	they my	their its	our it
1	Devianty and I design a new extracurricular activity. "Ufo Movement" is _____ name. This activity connects the world to the life of a teenager.				
2	Mr. Lintang's clothing line is world-widely known. _____ brand is known internationally.				
3	_____mother made me a mask. I love it deeply.				
4	Langit and Wulan are the leading vocalists. _____ look the same for some people.				
5	Suharyo works for an American Netherland company that tries to find the vaccine for Covid-19. _____ is a big company.				
6	Hi. My name is Bening. _____ am an Indonesian joining a teenager world exchange in Switzerland.				
7	STAR is a good foundation. It has many social programs that help people to develop _____ knowledge and skills.				
8	Sumarni is a housewife, but people know _____ as a social businesswoman in this pandemic era as she helps other people earning their living and fighting hunger and poverty.				
9	'HEGRIMA' is a name to call _____ band as we use all the member's names' initials.				
10	You must think positively because _____ dreams are waiting for you.				



### Activity 13

Now, match these terms into their appropriate parts found in the lyrics.

Sekarang, jodohkan istilah-istilah ini dengan bagian- bagiannya di dalam lirik.

SONG LYRICS	COMPOSER	TITLE	CHORDS
SINGER	CORD	SOURCE LYRIC	SOURCE
VIDEO SOURCE		VERSE	CHORUS

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**"We Are The World"**

**Written by Lionel Richie and Michael Jackson**  
**Produced by Quincy Jones and Michael Omartian**

*(A charity single released on March 7, 1985, and performed by USA For Africa that takes place as the eight best-selling physical single of all time and the fastest-selling US pop single exceeding of 20 million copies)*

*There comes a time when we heed a certain call  
 When the world must come together as one  
 There are people dying  
 And it's time to lend a hand to life  
 The greatest gift of all*

4. \_\_\_\_\_

*We can't go on pretending day by day  
 That someone somewhere will soon make a change  
 We're all a part of God's great big family  
 And the truth, you know  
 Love is all we need*

5. \_\_\_\_\_

*We are the world  
 We are the children  
 We are the ones who make a brighter day  
 So, let's start giving  
 There's a choice we're making  
 We're saving our own lives  
 It's true we'll make a better day  
 Just you and me*

*Send them your heart, so they'll know that someone cares  
 And their lives will be stronger and free  
 As God has shown us by turning stone to bread  
 And so we all must lend a helping hand*

*We are the world  
 We are the children  
 We are the ones who make a brighter day  
 So, let's start giving  
 There's a choice we're making  
 We're saving our own lives  
 It's true we'll make a better day  
 Just you and me*

*When you're down and out  
 There seems no hope at all  
 But if you just believe  
 There's no way we can fall  
 Well, well, well  
 Let's realize that a change can only come  
 When we stand together as one*

6. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



7. \_\_\_\_\_

**F G**

*We are the world*

**C**

*We are the children*

**F**

*We are the ones who make a brighter day*

**C**

*So, let's start giving*

**Am**

*There's a choice we're making*

**Em**

*We're saving our own lives*

**Dm**

**G**

*It's true we'll make a better day*

**C**

*Just you and me*

8. \_\_\_\_\_

*The Song Lyric Source:*

[https://bit.ly/WeAreTheWorld\\_L2S2GAD](https://bit.ly/WeAreTheWorld_L2S2GAD)

<https://www.azlyrics.com/lyrics/michaeljackson/weretheworldusaforafrica.html>

*The Video Source:*

[https://bit.ly/WeAreTheWorld\\_L2S2GAD](https://bit.ly/WeAreTheWorld_L2S2GAD)

[https://www.youtube.com/watch?v=4M7c-JOnPdw&ab\\_channel=UnitedInSong](https://www.youtube.com/watch?v=4M7c-JOnPdw&ab_channel=UnitedInSong)

*The Chord Source:*

<https://tabs.ultimate-guitar.com/tab/usa-for-africa/we-are-the-world-chords-761927>

9. \_\_\_\_\_

10. \_\_\_\_\_



### Activity 14

#### Let's compare the two songs.

*Diskusikanlah dengan kelompokmu jawaban-jawaban untuk pertanyaan-pertanyaan di bawah!*

1. Who are the two songs' targetted listeners? Give the reasons.  

---

---
2. Do the songs have the same reasons for the composing process? Explain.  

---

---
3. Who are mentioned in the lyrics?  

---

---
4. Which events are the songs connected to? How do you know?  

---

---
5. What kind of responses have the songs got from the communities?  

---

---
6. What are the purposes of launching the two songs?  

---

---
7. What kinds of motives do you think the singers have when they decide to sing the song together?  

---

---
8. Which verses of the songs convey the themes of the songs?  

---

---
9. What parts that share the same meaning from both lyrics?  

---

---
10. Who else were involved in the launching of the songs?  

---

---

## Let's Check



**A. Read aloud the following parts of the song lyrics and practice the correct pronunciation.**

*Bacalah dengan nyaring bagian-bagian dari lirik lagu berikut ini dan latih pengucapan yang benar!*

**Practice several times by yourself.**

*Berlatihlah dan ulang beberapa kali!*

**When you are ready, record yourself when you read aloud.**

*Ketika kamu telah siap, rekamlah suaramu ketika kamu membaca nyaring!*

**Do not forget to name the file with your name and class.**

*Jangan lupa menamai file rekaman dengan nama dan kelasmu!*

1 *Give me your hand  
We'll find a way  
There are people out there  
That feel the same  
And if we help each other  
I just know we can succeed*

2 *We are one  
But we are different  
We're from all around the world  
We share the same sun  
We share the same oceans*

3 *We are every boy and girl  
Come together  
And share our dreams  
We'll be among the stars  
And we know that it's destiny  
That we are unity  
We are unity*

4 *There comes a time when we heed a certain call  
When the world must come together as one  
There are people dying  
And it's time to lend a hand to life  
The greatest gift of all*

- 5 *Send them your heart, so they'll know that someone cares  
And their lives will be stronger and free  
As God has shown us by turning stone to bread  
And so we all must lend a helping hand*



**B. Fill in the blanks by choosing the right pronouns or possessive adjectives.**

*Isilah rumpang yang ada dengan memilih bentuk kata ganti atau kepemilikan yang tepat!*

NO	his your	her I	they my	their its	our it
1	I have a dream. (I/me/my) dream is to be free.				
2	My heart keeps telling me about my dream and (it - subject/it – object/its) guides me on reaching it.				
3	We must help each other. Just give (I/me/my) your hand, and I will help you.				
4	We must help each other. Just tell (you-subject/you-object/your) problem, and I will help you.				
5	We share (we/us/our) world.				
6	There are people out there. (They/Them/Their) look for ways to (they/them/their) success.				
7	Hilqim believes in destiny and (he/him/his) works hard for it.				
8	Asri's life is unique. It is interesting to know about (she/her-object/her-possessive adjective) experience.				
9	Sekar does not care where someone comes from, and she accepts (he/him/his) openly.				
10	Setyono and Persada are friends. I have known (they/them/their) for long				

## Let's Sum up



**A. Discuss with your partner the answers to complete the sentences.**

*Diskusikan dengan pasanganmu jawaban-jawaban yang diperlukan untuk melengkapi bagan di bawah ini!*

1. The use of pronouns and possessive adjective is to avoid \_\_\_\_\_.
2. The \_\_\_\_\_ are *I, you, we, they, he, she, and it*.
3. The \_\_\_\_\_ are *me, you, us, them, him, her and it*.
4. The \_\_\_\_\_ are *my, your, our, their, his, her, and its*.



**B. Fill in the blanks on the left side.**

*Isilah tempat kosong di sebelah kiri.*

- \_\_\_\_\_ { • is a person or persons who writes a song.
- \_\_\_\_\_ { • can tell the hints of the song is about.
- \_\_\_\_\_ { • is a person or persons or a company that records the song.
- \_\_\_\_\_ { • is the repeated part of the song.

## Let's Reflect



**Tick the best picture that describes your answer.**

*Centanglah gambar dan deskripsinya yang menggambarkan jawabanmu.*

### ***HOW DO YOU THINK OF THE LESSON?***



I don't enjoy the lesson.

\_\_\_\_\_



The lesson is nice.

\_\_\_\_\_



I love the lesson so much.

\_\_\_\_\_

### ***DO YOU LIKE THE SONGS HERE?***



I don't like the songs in this lesson

\_\_\_\_\_



I like some of the songs in this lesson.

\_\_\_\_\_



All the songs here are great.

\_\_\_\_\_

## Answer Key

### LET'S GET READY

1. What kind of text is it?  
The text is a song's lyrics.
  
2. Explain the reason/s.  
There are parts labeled as the chorus, and it has a title.

### LET'S STUDY

#### Activity 1

WE ARE (1) UNITY	
<p style="text-align: center;"><b>I have a (2) dream</b></p> <p style="text-align: center;"><b>A (1) dream of what I wanna be</b></p> <p style="text-align: center;"><b>I wanna be free</b></p> <p style="text-align: center;"><b>That's what my (3) heart keeps telling me</b></p> <p style="text-align: center;"><b>(Chorus 0)</b></p> <p style="text-align: center;"><b>Give me your (4) hand</b></p> <p style="text-align: center;"><b>We'll find a (5) way</b></p> <p style="text-align: center;"><b>There are (6) people out there</b></p> <p style="text-align: center;"><b>That feel the same.</b></p> <p style="text-align: center;"><b>And if we help each other</b></p> <p style="text-align: center;"><b>I just know we can succeed.</b></p> <p style="text-align: center;"><b>(Chorus 1)</b></p> <p style="text-align: center;"><b>We are (7) one - But we are different</b></p> <p style="text-align: center;"><b>We're from all around the (8) world</b></p> <p style="text-align: center;"><b>We share the same (9) sun</b></p> <p style="text-align: center;"><b>We share the same (10) oceans</b></p>	<p style="text-align: center;"><b>(Chorus 2)</b></p> <p style="text-align: center;">We are every (11) boy and (12) girl</p> <p style="text-align: center;">Come together &amp; share our (2) dreams</p> <p style="text-align: center;">We'll be among the stars</p> <p style="text-align: center;">And we know that it's destiny</p> <p style="text-align: center;">That we are (1) unity</p> <p style="text-align: center;">We are (1) unity</p> <p style="text-align: center;">I do believe</p> <p style="text-align: center;">Oh, I believe in destiny</p> <p style="text-align: center;">It's up to me, To make it into reality</p> <p style="text-align: center;"><b>(Chorus 0) (Chorus 1)</b></p> <p style="text-align: center;">(Bridge)</p> <p style="text-align: center;">No matter where you're from</p> <p style="text-align: center;">Or who you are</p> <p style="text-align: center;">If we can find a commonplace to be</p> <p style="text-align: center;">Then we are (14) friends</p> <p style="text-align: center;"><b>(Chorus 1)</b></p> <p style="text-align: center;"><b>(Chorus 1) (Chorus 2)</b> We are (12) unity.</p>

#### Activity 2

1. Saya memiliki satu mimpi  
Satu mimpi mengenai akan menjadi apa aku  
Ayo datang bergabung Bersama dan berbagi mimpi-mimpi kita
2. Itulah yang hatiku terus sampaikan kepadaku
3. Ulurkan tanganmu
4. Kami akan menemukan jalan
5. Ada orang-orang di luar sama

6. Kita satu/sama
7. Kita berasal dari seluruh penjuru dunia
8. Kita berbagi matahari yang sama
9. Kita berbagi laut=laut yang sama
10. Kita setiap insan lelaki
11. Kita setiap insan lelaki dan perempuan
12. Kita akan berada di antara bintang-bintang
13. Bahwa kita satu kesatuan  
    Kita bersatu
14. Maka kita berteman
15. Kita satu kesatuan

### Activity 3

-

### Activity 4

-

### Activity 5

Possible answers.

1. The text talks about the togetherness of the Asian people or unity among people or countries because the word ‘we’ or ‘unity’ has been repeated. It is followed by the points that make people being in the same situation and or the repeated content stresses the similarities, although there are differences.
2. The songwriter has written the song to make people realize that we are the same. As humans, we must help each other and be together or increase the awareness of similarities among people.
3. We are the same as we are all fighting the Covid 19, and we do not need to fight for anything; it is better we work together for the future.
4. Yes, it applies to our life. We must be together to make our dreams come true, and we are basically the same as we share the same characteristics as students, or as family members, as a nation, or as a member of Asean or the World.

Or

Yes, it does because as I live in Indonesia that has many ethnic groups, languages, and cultures.

### Activity 6

Possible answers. The correct one is as follow:

1. They are the singers of the song ‘We are Unity,’ or They are Community members.



2. They want to work together to sing a song that gives support for Asian people to fight COVID-19.
3. The picture shows the singers of the song, and the text is the song lyrics.

### **Activity 7**

-

### **Activity 8**

-

### **Activity 9**

1. The title of the song is 'We are the World'.
2. The title means that we are the same as we live in the world.
3. The song recording process was the responsibility of Quincy Jones and Michael Omartian.
4. Lionel Richie and Michael Jackson arranged the lyrics and music.
5. The phrase 'A charity single' means that the song was written to gather community donations.
6. The 'USA for Africa' phrase is the movement from American singers who wanted to find donations for helping African people survive and fight poverty.
7. The song occupies the 8<sup>th</sup> position in the fastest album selling speed in America.
8. The song was probably sold around the number of 21,000,000 pieces of physical singles.

### **Activity 10**

1. Everyone in the world.
2. African people.
3. Another person.
4. The reader of the lyrics or the listener of the song.
5. The singer.
6. Everyone in this world.
7. African people.
8. African people.
9. The reader of the lyrics or the listener of the song.
10. African people.

### **Activity 11**

-

### Activity 12

1. Its
2. His
3. My
4. They
5. It
6. I
7. Their
8. Her
9. Our
10. Your

### Activity 13

1. The title
2. The composers
3. The producers
4. The verse
5. The chorus
6. The song lyrics
7. The chords
8. The song lyrics source
9. The video source
10. The chord source

### Activity 14

1. The song's targetted listeners are the people and or donators, especially those from the coverage areas where the movements start as they try to support the unfortunate people from their places.
2. Yes, they share the same reasons to motivate people and support people in fighting a real problem that happens to the people as the song leads people to be more aware of the situation.
3. The songs mention the people dealing with the problem, the surrounding people, including the singers or people with initiatives, and the people who listen to the songs.
4. 'We are Unity' song is related to Covid-19, as shown by the phrase 'stay safe' whereas 'We are the World' is about the poverty and starvation in Africa as there are phrases related to hunger and food.
5. People responded positively as the songs talk about the real problems in communities, and both songs motivate people to be in better situations or feelings.

6. The purposes of the two songs' launching are to invite and motivate people to contribute more to communities.
7. The motives come from their initiatives and will to help others.
8. The chorus.
9. The ones that talk about the similarities that people have and the possible actions to do more for the community.
10. The launchings may involve journalists or media to promote their movement to make more people involved.

### LET'S CHECK

**A**

-

**B**

1. My
2. It
3. Me
4. Your
5. Our
6. They - their
7. He
8. Her
9. Him
10. Them

### LET'S SUM UP

**A**

1. repetition
2. subject pronouns
3. object pronouns
4. possessive adjectives

**B**

- composer
- title
- recording company
- chorus

**You can continue to the next lesson when you can do at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friend or parents.**



## **Lesson 3**

### **Will You Practice?**

At the end of the lesson, you will be able to apply your knowledge about the social function and language features of song lyrics jointly with your teacher, friends, or parents.

## Let's Get Ready



**A. Look at the pictures and texts below carefully and answer the questions that follow.**

*Cermati gambar-gambar dan teks-teks berikut dengan seksama dan jawablah pertanyaan-pertanyaannya!*

NO	THE ALBUMS	THE DESCRIPTIONS	THE SINGER/S & THE CONTENT
1		This is the cover of HONNE's 'No Song Without You' album with 'La La La That's How It Goes' as the best song	The singer/s:  The content:
2		'Moments' from Christopher is a piece of MP3 music that becomes the soundtrack of 'At Eighteen,' a Korean Drama starred by three young actors and an actress.	The singer/s:  The content:
3		Fareez Kaleemah, an American musician, has 'Indonesian Girls' from an album labeled by her name. This album features L.a.S.	The singer/s:  The content:
4		The album from Deep Sleep Meditation Guru labeled as Mind Body Hawaiian Total Rest has a song titled "Indonesian Girl.'	The singer/s:  The content:
5		'Indonesian Girl' is a song from Gamila Arif in her 'Gamila FM' album.	The singer/s:  The content:
6		Bruce Lev named his album as Indonesian Girl, which won a runner-up award from the 2012 'Song of the Year' Contest.	The singer/s:  The content:



**B. Read and understand the following questions and answer them based on the pictures.**

*Baca dan pahami pertanyaan-pertanyaan berikut ini dan jawab berdasarkan gambar-gambar di atas!*

Have you heard all the songs?

Do you know all the singers?

What are the songs for?



## Let's Study



### Activity 1

**In pairs, find the English words or phrases that share the same meanings as the Indonesian words or phrases. Pay attention to the initial letters as clues and the numbers of missing letters represented by the lines!**

*Secara berpasangan temukan kata-kata atau frasa-frasa Bahasa Inggris yang sesuai maknanya dengan kata-kata atau frasa-frasa dalam Bahasa Indonesia! Perhatikan petunjuk yang diberikan berupa inisial huruf dan jumlah huruf yang belum ada yang diwakili oleh garis-garis yang ada!*

NO	INDONESIAN WORDS/PHRASES	ENGLISH WORDS/PHRASES
1	urusan	b _ _ _ _ _
2	mengalahkan	d _ _ _ _
3	kelompok	b _ _ _ _
4	tenang	t _ _ _ _ _
5	pucat	p _ _ _
6	menyedihkan	p _ _ _ _ _
7	petunjuk	c _ _ _
8	mengambil	c _ _ _ _
9	nafas	b _ _ _ _
10	membolos	c _ _
11	ketakutan	s _ _ _ _ _
12	kematian	d _ _ _ _
13	berharap	h _ _ _
14	mengalir	c _ _ _ _ _
15	tenaga/daya	f _ _ _ _
16	kekuatan	s _ _ _ _ _
17	berlomba	r _ _ _ _ _
18	mengindahkkan	h _ _ _
19	perintah	o _ _ _ _
20	selamat	s _ _ _ _ _



### Activity 2

It's time to study more about the theme/topic and its meanings or phrases in the song lyrics. Read it carefully and understand the lyrics. Then, compare the vocabularies in Activity 3 with the context in the song. Do it in pairs.

*Saatnya belajar lebih jauh tentang tema/topik dan makna kata atau frasa dari sebuah lirik lagu. Bacalah dengan cermat dan pahami makna liriknya. Kemudian, bandingkan kosa kata di aktivitas 3 dengan konteks yang ada di dalam lagu! Kerjakan secara berpasangan!*

#### I'll Make A Man Out of You

Popularized by: Donny Osmond

Written by: Matthew Wilder

David Joel Zippel

Let's get down to business, to defeat the Huns	Time is racing toward us till the Huns arrive Heed my every order, and you might survive
Did they send me daughters when I asked for sons?	You're unsuited for the rage of war So pack up, go home, you're through
You're the saddest bunch I ever met But you can bet before we're through Mister, I'll make a man out of you	How could I make a man out of you?  *Be a man We must be swift as the coursing river
Tranquil as a forest but on fire within Once you find your center, you are sure to win	Be a man With all the force of a great typhoon
You're a spineless, pale, pathetic lot And you haven't got a clue Somehow I'll make a man out of you	Be a man With all the strength of a raging fire Mysterious as the dark side of the moon
I'm never gonna catch my breath Say goodbye to those who knew me Boy, was I a fool in school for cutting gym	*Be a man We must be swift as the coursing river Be a man With all the force of a great typhoon
This guy's got them scared to death Hope he doesn't see right through me Now I really wish that I knew how to swim	Be a man With all the strength of a raging fire Mysterious as the dark side of the moon
*Be a man We must be swift as the coursing river	Lyrics available at



Be a man  
With all the force of a great typhoon  
Be a man  
With all the strength of a raging fire  
Mysterious as the dark side of the moon

[https://bit.ly/IWillMAkeAManOutOfYou\\_L3SIGAD](https://bit.ly/IWillMAkeAManOutOfYou_L3SIGAD)

<https://www.azlyrics.com/lyrics/donnyosmond/illmakeamanoutofyou.html>

Video available at

[https://bit.ly/IWillMAkeAManOutOfYou\\_L3SIGAD](https://bit.ly/IWillMAkeAManOutOfYou_L3SIGAD)

<https://www.youtube.com/watch?v=TVcLIfSC4OE>



### Activity 3

**With a partner, answer the questions correctly based on the previous song lyrics.**

*Dengan pasangan jawab pertanyaan-pertanyaan berikut benar berdasarkan lirik lagu yang sudah dibahas sebelum ini!*

Questions:

1. What is the title of the song?  
\_\_\_\_\_
2. Who are the songwriters of the song?  
\_\_\_\_\_
3. Who is the singer?  
\_\_\_\_\_
4. What does the song tell you about?  
\_\_\_\_\_
5. Who will love this song?  
\_\_\_\_\_
6. What is the function of the song?  
\_\_\_\_\_
7. What is the possible role of the person referred to as 'I' in the lyrics?  
\_\_\_\_\_
8. To whom does the pronoun 'you' probably refer to based on the lyrics?  
\_\_\_\_\_
9. What is the possible background setting of the song?  
\_\_\_\_\_
10. What are the possible similarities shared by the character 'I' and 'you'?  
\_\_\_\_\_



#### Activity 4

Let's study do more to find the meanings of the song lyrics.  
Choose the best choice to answer each question.

*Mari lakukan lebih banyak untuk menemukan makna tersebut.  
Pilihlah jawaban yang tepat untuk setiap soal yang ada!*

1. **What is the tone of the song above?**  
a. Happy                      b. Enthusiastic              c. Melancholy              d. Lazy
2. **“Boy, was I a fool in school for cutting gym.” The word “cutting” means ...**  
a. breaking                      b. chopping                      c. truanting                      d. splitting
3. **Who are the Huns in the song?**  
a. The enemy                      b. The friends                      c. The families                      d. The partners
4. **'You' was initially characterized as the following in the song, except ... .**  
a. pathetic                      b. weak                      c. pale                      d. firm
5. **In the end, what does the singer do to 'you'?**  
a. Make a man out of 'you'                      b. Chase away the 'you' figure                      c. Train the 'you' how to swim                      d. Encourage the 'you' figure
6. **What is the tone of the song above?**  
e. Happy                      f. Enthusiastic                      g. Melancholy                      h. Lazy
7. **“Boy, was I a fool in school for cutting gym.” The word “cutting” means ...**  
e. breaking                      f. chopping                      g. truanting                      h. splitting
8. **Who are the Huns in the song?**  
e. The enemy                      f. The friends                      g. The families                      h. The partners
9. **'You' was initially characterized as the following in the song, except ... .**  
e. pathetic                      f. weak                      g. pale                      h. firm
10. **In the end, what does the singer do to 'you'?**  
e. Make a man out of 'you'                      f. Chase away the 'you' figure                      g. Train the 'you' how to swim                      h. Encourage the 'you' figure



### Activity 5

Let's do another activity to improve your vocabulary related to song lyrics. Complete the chart below by using the correct English words with a friend.

*Mari melakukan aktivitas lainnya untuk meningkatkan kosakata terkait lirik lagu. Lengkapi gambar berikut ini dengan kata-kata Bahasa Inggris yang tepat dengan teman!*





### Activity 6

The previous song lyrics are related to the following picture. Discuss the answers to the questions in groups.

*Lirik lagu yang ada terkait dengan gambar berikut ini. Diskusikan jawaban-jawaban untuk pertanyaan-pertanyaan ini di dalam kelompok!*



### MULAN

1. What is the connection between the picture and the title of the movie?

---

2. Can you guess the connection between the two characters shown in the picture?

---

3. Why is the song important for the movie?

---

4. Do the song lyrics tell the whole story of the movie?

---

5. Who will love the movie?

---



### Activity 7

Here is an English song lyric. Read it carefully.

Berikut ini adalah sebuah lirik lagu Inggris. Bacalah dengan cermat!



## Friend Like Me

Popularized by: Will Smith

Written by: Alan Menken

Howard Ashman

Here I go  
 Uh, ooh, woo!  
 Back up! Uh-oh! Watch out!  
 Uh  
 You done wound me up!  
 About to show you what I'm  
 working with, uh

Well, Ali Baba, he had  
 them, forty thieves  
 Scheherazade had a  
 thousand tales  
 But, master, you're in luck  
 because up your sleeves  
 You got a brand of magic  
 never fails  
 You got some power in your  
 corner now  
 Heavy ammunition in your  
 camp  
 You got some punch  
 (pizazz, yahoo), and how?  
 All you gotta do is rub that  
 lamp  
 And then I'll say

Mister, man, what's your  
 name?  
 Whatever, what will your  
 pleasure be?

Life is your restaurant  
 And I'm your maitre D  
 Come, whisper to me whatever  
 it is you want  
 You ain't never had a friend  
 like me

We pride ourselves on service  
 You, the boss, the king, the  
 shah!  
 Say what you wish, it's yours!  
 True dish  
 How about a little more  
 baklava?

Have some of column A  
 Try all of column B  
 I'm in the mood to help you,  
 dude  
 You ain't never had a friend  
 like me

Oh! Uh!  
 This the big part; watch out!  
 This the big part, oh!

Can your friends do this?  
 Can your friends do that?  
 Can your friends pull this  
 Out they little hat?

Don't sit there buggy-eyed  
 I'm here to answer all your  
 midday prayers  
 You got me bona fide, certified  
 You got a genie for your  
 charge d'affaires  
 I got a powerful urge to help  
 you out  
 So what's your wish? I really  
 wanna know  
 You got a list that's three miles  
 long, no doubt  
 All you gotta do is rub like so  
 Mister, (Aladdin), yes!

One wish or two or three  
 Well, I'm on the job, you big  
 nabob  
 You ain't never had a friend,  
 never had a friend, you ain't  
 Never had a friend, never had a  
 friend  
 You ain't never (never!)  
 Had a (had a)  
 Friend (friend)  
 Like (like)  
 Me!  
 You ain't never had a friend  
 like me!

Let me take your order. I'll  
jot it down  
You ain't never had a friend  
like me

Can your friends go-  
I'm the Genie of the lamp  
I can sing, rap, dance, if you  
give me a chance, oh!

Available in:  
[https://bit.ly/FriendLikeMe\\_L3S2GAD](https://bit.ly/FriendLikeMe_L3S2GAD)  
<https://www.youtube.com/watch?v=1at7kKzBYxI>



### Activity 8

**Answer the questions.**

*Jawablah pertanyaan-pertanyaan berikut!*

Questions:

1. What is the title of the song?

---

---

2. Who are the songwriters of the song?

---

---

3. Who is the singer?

---

---

4. What does the song tell you about?

---

---

5. Who will love this song?

---

---



### Activity 9

Let's study more about the meanings of the songs. Choose the best choice to answer each question.

*Saatnya untuk mempelajari lebih jauh lagi makna kata dari lagu tadi. Pilihlah jawaban yang tepat untuk setiap soal yang ada!*

1. What is the tone of the song above?  
a. Happy                      b. Sad                      c. Angry                      d. Lazy
2. "I'll jot it down." The word "jot" means ...  
a. read                      b. write                      c. order                      d. look
3. Who is 'I' in the song?  
a. Genie of the lamp                      b. king                      c. Aladdin                      d. Ali Baba
4. Genie of the lamp in the song above can, except ...  
a. dance                      b. rap                      c. sing                      d. cook
5. How many wishes does the Genie give?  
a. Five                      b. Two                      c. Three                      d. Four



### Activity 10

Here are the lyrics of the song in the previous activity. Study the lyrics carefully and analyze the contexts of the sentences. Then, complete the blanks with the right words based on the contexts.

Berikut ini adalah lirik lagu pada aktifitas sebelumnya... Pelajari lirik ini dan Analisa konteks yang ada pada kalimat-kalimat di bawah ini. Kemudian, lengkapi rumpang dengan kata kunci yang tepat sesuai konteksnya.

#### KEYWORDS

- |                  |                     |               |                |
|------------------|---------------------|---------------|----------------|
| - grant          | : mengabdikan       | - songwriters | : penulis lagu |
| - happy          | : bahagia           | - theme       | : tema         |
| - listeners      | : pendengar         | - titles      | : judul        |
| - popularized by | : dipopulerkan oleh | - tone        | : nada         |
| - song           | : lagu              | - wishes      | : permintaan   |

"Friend Like Me" is one of the (1) \_\_\_\_\_ of the soundtracks from the movie Aladdin which was (2) \_\_\_\_\_ Will Smith. The (3) \_\_\_\_\_ were Alan Menken and Howard Ashman. This (4) \_\_\_\_\_ was not as famous as the main soundtrack but I like it. The (5) \_\_\_\_\_ of the song is about the friendship between Genie and Aladdin, and tells about Genie who is able to (6) \_\_\_\_\_ Aladdin's three (7) \_\_\_\_\_. The (8) \_\_\_\_\_ of the song is energetic so that it makes the (9) \_\_\_\_\_ enjoy the song and they might feel (10) \_\_\_\_\_, too.

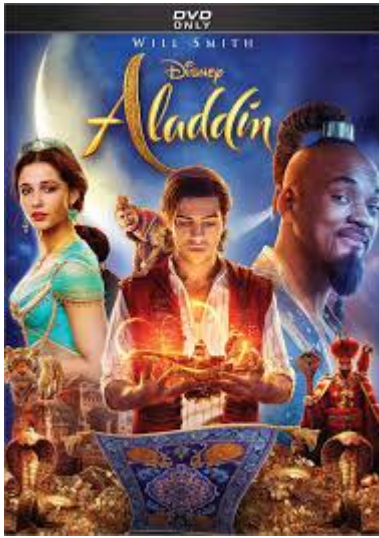




### Activity 11

The previous song lyrics are related to the following picture. Discuss the answers to the questions in groups.

*Lirik lagu yang ada terkait dengan gambar berikut ini. Diskusikan jawaban-jawaban untuk pertanyaan-pertanyaan ini di dalam kelompok!*



ALADDIN

1. What is the movie about?  
\_\_\_\_\_  
\_\_\_\_\_
2. Can you guess the connection between the song lyrics and the movie?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why is the song important for the movie?  
\_\_\_\_\_  
\_\_\_\_\_
4. Who will love the movie?  
\_\_\_\_\_  
\_\_\_\_\_
5. Which part of the movie do the song lyrics tell us?  
\_\_\_\_\_  
\_\_\_\_\_

## Let's Check

### “Waiting Room”

Written and sung by Fugazi Band

From:

[https://bit.ly/WaitingRoom\\_L3S3GAD](https://bit.ly/WaitingRoom_L3S3GAD)

<https://www.azlyrics.com/lyrics/fugazi/waitingroom.html>

I am a patient boy  
I wait, I wait, I wait, I wait  
My time is water down a drain

Everybody's moving  
Everybody's moving  
Everything is moving,  
Moving, moving, moving

Please don't leave me to remain  
In the waiting room

I don't want the news  
(I cannot use it)  
I don't want the news  
(I won't live by it)

Sitting outside of town  
Everybody's always down  
(Tell me why)

Because they can't get up  
(Ahhh... Come on and get up)  
(Come on and get up)

But I won't sit idly by  
(Ahhh...)  
I'm planning a big surprise  
I'm gonna fight  
For what I want to be  
And I won't make the same mistakes

(Because I know)

Because I know how much time that  
wastes

(And function)  
Function is the key  
Inside the waiting room

I don't want the news  
(I cannot use it)  
I don't want the news  
(I won't live by it)

Sitting outside of town  
Everybody's always down  
(Tell me why)

Because they can't get up  
(Ahhh... Come on and get up)  
Up from the waiting room

Sitting in the waiting room  
(Ahhh...)

Sitting in the waiting room  
(Ahhh...)

Sitting in the waiting room  
(Ahhh...)

Sitting in the waiting room  
(Ahhh...)

(Tell me why)

Because they can't get up

Questions:

1. What is the meaning of 'a patient boy'?  
\_\_\_\_\_
2. Where is the 'waiting room' located?  
\_\_\_\_\_
3. What does 'my time' in the phrase 'my time is water down in the drain' refer to?  
\_\_\_\_\_
4. What kind of news does the song lyric mention?  
\_\_\_\_\_
5. What does the phrase 'please, don't leave me to remain in the waiting room' mean?  
\_\_\_\_\_



**Individually, retell the story inferred from the song lyrics in your own words.**

*Pelajari lirik lagu dan gambar terkait. Diskusikan jawaban-jawaban untuk pertanyaan-pertanyaan ini di dalam kelompok!*

A large, rounded rectangular area with a light yellow background and a thin brown border. It contains 18 horizontal lines for writing, intended for students to retell the story from the song lyrics.

## Let's Sum up

TONE

CONTEXT

THEME

DICTIONARY

The title of a song may discuss the \_\_\_\_\_ as a title is usually the umbrella of the content of the song.

The meanings of words, phrases, or sentences may change as the \_\_\_\_\_ of the song lyrics influences the meaning.

As a result, when we look up the meanings of the word in a \_\_\_\_\_, we must still analyze which meaning is suitable in the sentence.

The \_\_\_\_\_ of the song lyrics may give an impact to listeners, for example energy or motivation when it is in a marching mode or sadness when it is in a sentimental one.

## Let's Reflect



**Tick the best picture that describes your answer.**

*Centanglah gambar dan deskripsinya yang menggambarkan jawabanmu.*

### WHAT DO YOU THINK OF THE LESSON?



I don't enjoy the lesson.

\_\_\_\_\_



The lesson is nice.

\_\_\_\_\_



I love the lesson so much.

\_\_\_\_\_

### CAN YOU PRONOUNCE THE WORDS IN THE SONG WELL?



Not at all.

\_\_\_\_\_



So so.

\_\_\_\_\_



It is a piece of cake.

\_\_\_\_\_

## Answer Key

### LET'S GET READY

#### A

NO	THE ALBUMS	THE DESCRIPTIONS	THE SINGER/S & THE CONTENT
1		This is the cover of HONNE's 'No Song Without You' album with 'La La La That's How It Goes' as the best song	The singer/s: Honne The content: the experiences or moments or fates of life.
2		'Moments' from Christopher is a piece of MP3 music that becomes the soundtrack of 'At Eighteen,' a Korean Drama starred by three young actors and an actress.	The singer/s: Christopher The content: life among the three young people, including friendship and love.
3		Fareez Kaleemah, an American musician, has 'Indonesian Girls' from an album that is named the same. This album features L.a.S.	The singer/s: Fareez Kaleemah The content: depicting the life of Indonesian women
4		The album from Deep Sleep Meditation Guru labeled as Mind Body Hawaiian Total Rest has a song titled "Indonesian Girl."	The singer/s: Deep Sleep Meditation Guru The content: the peaceful aura that the Indonesian girls have
5		'Indonesian Girl' is a song from Gamila Arif in her 'Gamila FM' album.	The singer/s: Gamila Arif The content: the strong characters and beauties of the Indonesian girls.
6		Bruce Lev named his album as Indonesian Girl, which won a runner-up award from the 2012 'Song of the Year' Contest.	The singer/s: Bruce Lev The content: The beauty and strengths of an Indonesian girl depicted by his Indonesian wife.

## B

### Possible answers

1. 'Yes, I have' or 'No, I have not.'
2. 'Yes, I do' or 'No, I don't' or 'I know some of them.'
3. Describing or telling about the positive points of the Indonesian Girls.

## LET'S STUDY

### Activity 1

NO	INDONESIAN WORDS/PHRASES	ENGLISH WORDS/PHRASES
1	Urusan	B_____ Business
2	Mengalahkan	D_____ Defeat
3	Kelompok	B_____ Bunch
4	Tenang	T_____ Tranquil
5	Pucat	P_____ Pale
6	Menyedihkan	P_____ Pathetic
7	Petunjuk	C_____ Clue
8	Mengambil/menangkap/menarik	C_____ Catch
9	Nafas	B_____ Breath
10	Membolos	C_____ Cut
11	Merasa ketakutan	S_____ Scared
12	Kematian	D_____ Death
13	Berharap	H_____ Hope
14	Mengalir	C_____ Coursing
15	Tenaga/daya	F_____ Force
16	Kekuatan	S_____ Strength
17	Berlomba	R_____ Racing
18	Mengindahkan	H_____ Heed
19	Perintah	O_____ Order
20	Selamat	S_____ Survive

### Activity 2

-

### Activity 3

1. The title of the song is 'I'll Make a Man out of You.'
2. The songwriters of the song are Matthew Wilder and David Joel Zippel.
3. The singer is Donny Osmond.
4. The song tells us about the training and struggle of making some people as the army group reaches their maximum capacities.
5. The ones who might love this song are young people, teenagers, and adults who reflect on their accomplishments.
6. The song's function is to show the audience how the characters struggle and work hard.
7. The 'I' referred person might have the role of the trainer or the leader or someone from a higher rank.
8. The 'You' referred person might have the role of the soldier, the subordinates, or the ones from the lower rank.
9. The possible setting is a war.
10. The possible similarities between the characters 'I' and 'You' are the facts that they come from the same side or country.

### Activity 4

1. B. enthusiastic
2. C. Truanteering
3. A. the enemy
4. D. firm
5. A. make a man out of 'you'

### Activity 5

#### Possible answers:

1. Enthusiast – full of spirit
2. Cut school – truant – skip classes
3. Rival – enemy – opponent – competitor
4. Tough – strong – firm – downright
5. Theme – topic – idea – thought
6. Defeat – beat – conquer - vanquish
7. Make - form – shape - create
8. Pathetic – pitiful – feeble - miserable



### Activity 6

1. The connection between the title and the picture lies in Mulan's character, framed in the photo showing her role as a trainee in the song.
2. The two characters are friends who support each other.
3. The song makes people wonder about the rest of the story.
4. No, it does not reflect all parts of the story. It reflects some parts only.
5. The people who might love the movie are children, teenagers, or anybody who wants to have light entertainment.

### Activity 7

#### Possible answers

-

### Activity 8

1. The title of the song is 'Friend Like Me.'
2. The songwriters are Alan Menken and Howard Ashman.
3. The singer is Will Smith.
4. The song tells us about the introduction of someone new who offers friendships.
5. The ones who might love this song are children, teenagers, adults who love happy songs, or movie fans.

### Activity 9

1. a. happy
2. b. write
3. a. Genie of the lamp
4. d. cook
5. c. three

### Activity 10

1. titles
2. popularized by
3. songwriters
4. song
5. theme
6. grant
7. wishes
8. tone
9. listeners
10. happy

## Activity 11

1. The movie is about a young commoner who found a magic lamp.
2. The lyrics talk about the character on the right side, that is Genie – the magic character of the movie.
3. The song promotes the movie and depicts some parts of the scene so that people might be interested in watching it.
4. The children, teenagers, young people, or adults who love cartoons and imaginative stories.
5. The song lyrics tell about the first meeting of Genie and Alladin, who has found the magic lamp in which Genie lives.

## LET'S CHECK

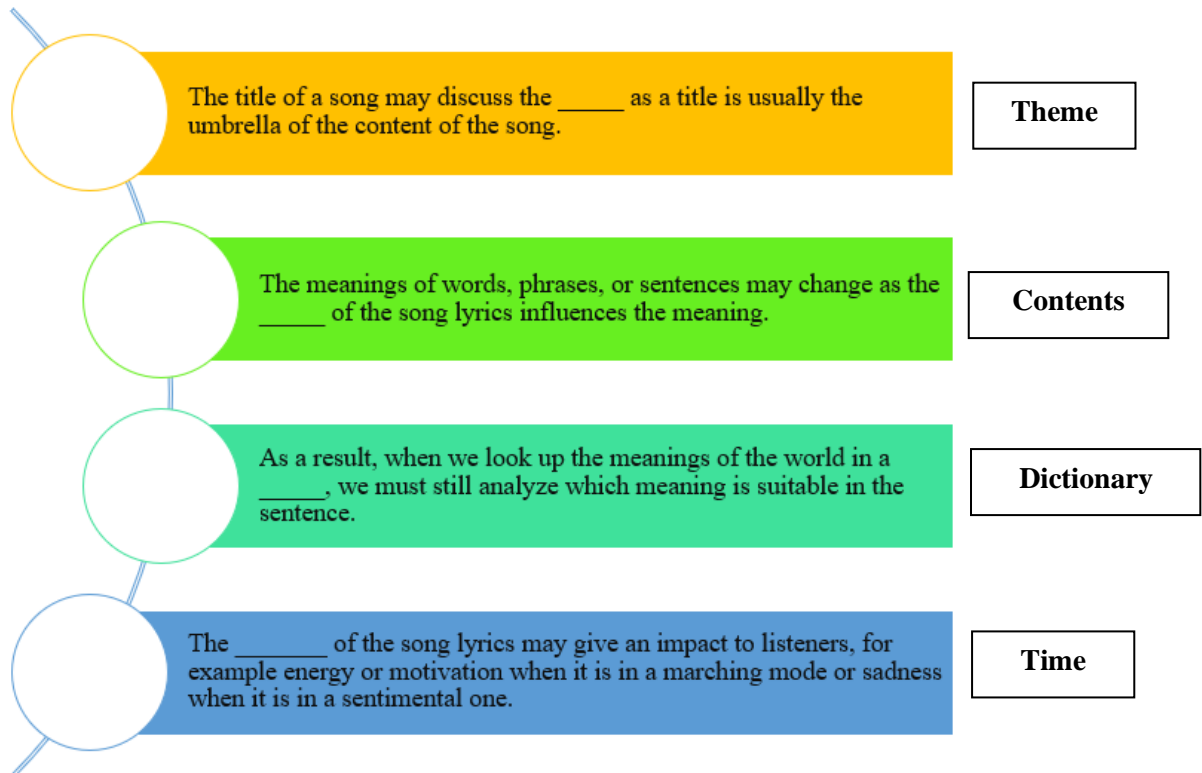
### A

1. A patient boy may refer to a boy who is willing to wait for long or a boy who is sick.
2. The waiting room may be placed in a hotel, a school, a hotel, a hospital, and another.
3. 'My time' may refer to the ending of waiting or the time to be cured, or the time to death.
4. The news of bad things such as sickness or death may be the kind of news that the song or the song lyrics intended to use.
5. The phrase may refer to how the singer does not want to feel lonely as other people have finished their business or other people have been cured and leave the hospital.

### B

The song is about someone who is seriously ill. The person is being hospitalized and feels profoundly lonely and heavily afraid as other patients pass away one by one.

## LET'S SUM UP



**You can continue to the next lesson when you can do at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friend or parents.**



## **Lesson 4**

### **Will You Perform?**

At the end of the lesson, you will be able to apply your knowledge about social function and language features of song lyrics independently.

## Let's Get Ready



In pairs, study the questions and pay attention to the details of the pictures. Answer the questions about them.

*Secara berpasangan, pelajari pertanyaan-pertanyaan berikut dan kemudian perhatikan detil gambar-gambar tersebut! Jawablah pertanyaan-pertanyaan terkait gambar-gambar ini*

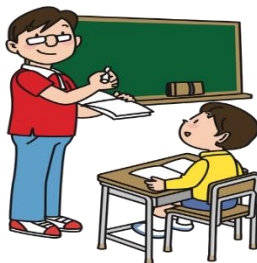
1. What events can you infer from the pictures?
2. What are the people's possible relationships?
3. Describe the situation or emotion depicted in the pictures?
4. Which of your family events share(s) the similar situations?



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6

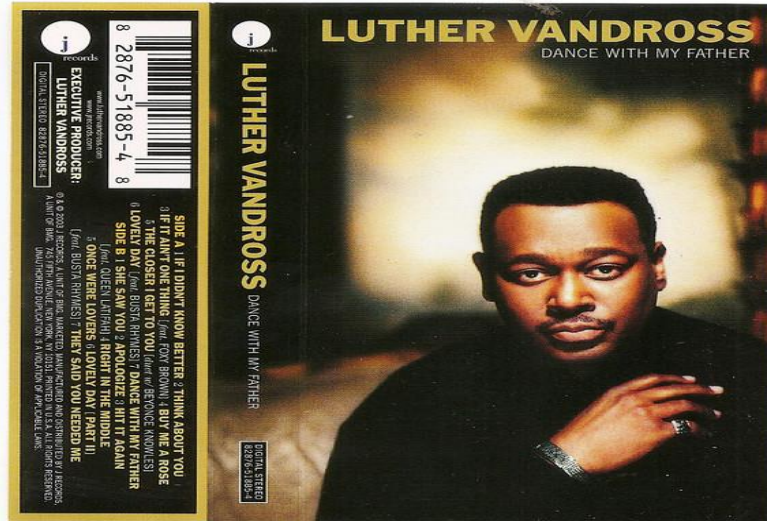
## Let's Study



### Activity 1

Individually study the picture and pay attention to the details.

*Secara berpasangan, pelajari gambar di bawah ini dan perhatikan detail-detail pada gambar!*



#### A7 Dance With My Father

4:26

Backing Vocals – Brenda White-King\*, Cindy Mizelle, Cissy Houston, Khadijah Mohammed, Tawatha Agee\*

Keyboards [Additional] – Skip Anderson

Keyboards [All], Drum Programming – Richard Marx

Sound Designer – Jeff Bova

Written-By – Luther Vandross, Richard Marx



### Activity 2

Answer the questions about the picture individually.

*Jawablah pertanyaan mengenai gambar secara berpasangan!*

1. What picture is it?

---



---

2. How many songs does this album have?

---



---

3. Who is Luther Van Dross?	<hr/> <hr/>
4. Whose voices do you think you will listen in this album?	<hr/> <hr/>
5. What does the song possibly talk about?	<hr/> <hr/>
6. What event does 'Dance with My Father' phrase refer to?	<hr/> <hr/>
7. When was the song launched?	<hr/> <hr/>
8. Who launched the album?	<hr/> <hr/>
9. What kind of feeling may a singer have when he/she sings this song?	<hr/> <hr/>
10. Have you ever danced with your father? Explain your answer.	<hr/> <hr/>



### Activity 3

Learn the list of vocabulary below and see how they are used in the song lyrics. Remember, the contexts influence the meanings of words.

*Pelajari daftar kosakata baru dan lihatlah cara penggunaannya di dalam lirik lagu! Ingat konteks mempengaruhi makna kata!*

ENGLISH WORD	INDONESIAN WORD	ENGLISH WORD	INDONESIAN WORD
dance (v) / (n)	menari / tarian	carry (v)	membawa, menggendong
remove (v)	menghapus, mencabut, melepas	comfort (v)	menghibur, menenangkan
innocence (n)	kepolosan, kemurnian	sheet (n)	sprei
lift (v)	mengangkat	steal (v)	mencuri, mengambil, menyambar
spin (v)	berputar, memutar	glance (n)	pandangan sekilas, selintas
stair (n)	anak tangga	pray (v)	berdoa
laugh (v)	tertawa	dying (adj)	sekarat, ingin sekali



### Luther Vandross – Dance With My Father

Etichetta: J Records – 82876-51885-4  
 Formato: Cassette, Album  
 Paese: US  
 Uscita: 10 Jun 2003  
 Genere: Hip Hop, Funk / Soul, Pop  
 Stile: Soul, Vocal, Contemporary R&B

A7	Dance With My Father	4:26
Backing Vocals – Brenda White-King*, Cindy Mizelle, Cissy Houston, Khadijah Mohammed, Tawatha Agee*		
Keyboards [Additional] – Skip Anderson		
Keyboards [All], Drum Programming – Richard Marx		
Sound Designer – Jeff Bova		
Written-By – Luther Vandross, Richard Marx		

[https://bit.ly/DanceWithMyFather\\_L4S1GAD](https://bit.ly/DanceWithMyFather_L4S1GAD)

<https://www.discogs.com/Luther-Vandross-Dance-With-My-Father/release/10582412>



Back when I was a child  
 Before life removed all the innocence  
 My father would lift me high  
 And dance with my mother and me  
 And then  
 Spin me around 'till I fell asleep  
 Then up the stairs, he would carry me  
 And I knew for sure  
 I was loved  
  
 If I could get another chance  
 Another walk  
 Another dance with him  
 I'd play a song that would never ever end  
 How I'd love love love  
 To dance with my father again  
  
 When I and my mother  
 Would disagree  
 To get my way, I would run  
 From her to him  
 He'd make me laugh just to comfort me  
 yeah yeah  
  
 Then finally make me do  
 Just what my mama said  
 Later that night, when I was asleep  
 He left a dollar under my sheet  
 Never dreamed that he  
 Would be gone from me

If I could steal one final glance  
 One final step  
 One final dance with him  
 I'd play a song that would never ever end  
 'Cause I'd love love love to  
 Dance with my father again  
 Sometimes I'd listen outside her door  
 And I'd hear how mama would cry for him  
 I'd pray for her even more than me  
 I'd pray for her even more than me  
 I know I'm praying for much too much  
 But could you send her  
 The only man she loved  
 I know you don't do it usually  
 But Dear Lord  
 She's dying to dance with my father again  
 Every night I fall asleep  
 And this is all I ever dream

The song lyrics are available at

[https://bit.ly/DanceWithMyFather\\_L4S1G](https://bit.ly/DanceWithMyFather_L4S1G)  
AD

<https://www.azlyrics.com/lyrics/luthervandross/dancewithmyfather.html>

The video is available at

[https://bit.ly/DanceWithMyFather\\_L4S1G](https://bit.ly/DanceWithMyFather_L4S1G)  
AD








[https://www.youtube.com/watch?v=wmDxJrggie8&ab\\_channel=LutherVandrossVEVO](https://www.youtube.com/watch?v=wmDxJrggie8&ab_channel=LutherVandrossVEVO)



### Activity 4

There are some pictures in the table. Individually find the song lyrics that share the same meaning by paying attention to the lyrics' whole context.

Ada beberapa kalimat tertulis di dalam tabel. Temukan bagian-bagian dari lirik lagu yang memiliki makna yang sama dengan cara memperhatikan keseluruhan makna dari lirik!

NO.	PICTURES	LYRICS
1		
2		
3		
4		
5		
6		
7		

8		
9		
10		
11		
12		
13		
14		



### Activity 5

Read the incomplete sentences and think of the contexts. Fill in the blanks with the appropriate words.

*Bacalah kalimat-kalimat berumpang berikut ini dan pikirkan tentang konteksnya! Isilah dengan kata-kata yang sesuai!*

<b>dance (v) / (n)</b>	<b>disagree (v)</b>	<b>carry (v)</b>	<b>sure (adj)</b>
<b>remove (v)</b>	<b>walk (v)</b>	<b>comfort (v)</b>	<b>send (v)</b>
<b>innocence (n)</b>	<b>asleep (adj)</b>	<b>sheet (n)</b>	<b>stair (n)</b>
<b>lift (v)</b>	<b>laugh (v)</b>	<b>steal (v)</b>	<b>step</b>
<b>spin (v)</b>	<b>dying (adj)</b>	<b>glance (n)</b>	<b>pray (v)</b>

1 I cannot sleep on a dirty \_\_\_\_\_ as it makes me feel itchy.

2 The face of a baby is the face of \_\_\_\_\_.

3 I \_\_\_\_\_ watching a special show from the Indonesian comedians.

4 People may think that it is completely safe to go on a picnic as long as we wear masks, but I \_\_\_\_\_ as it is still dangerous if we do not limit the other aspects.

5 My family and friends are the ones who always \_\_\_\_\_ whenever I am sad.

6 Before playing, we must \_\_\_\_\_ all sharp things from the field so that it is safe to play there.

7 I did not have a chance to talk to the actor as I just saw him at \_\_\_\_\_.

8 Cleaning the dancing floor is the precaution \_\_\_\_\_.

9 Our friendship is between the two of us and our families so that it is common for our family members to \_\_\_\_\_ their regards to one another.

10 Just \_\_\_\_\_ and do our anything at best, then when the time comes, indeed, your dream comes true.



### Activity 6

**Read aloud the song lyrics below while watching the video.  
Practice your pronunciation.**

*Bacalah lirik lagu di bawah ini sembari menonton videonya! Latihlah pengucapanmu!*

Back when I was a child  
Before life **removed** all the **innocence**  
My father would **lift** me high  
And **dance** with my mother and me  
And then  
**Spin** me around 'till I fell asleep  
Then up the **stairs**, he would **carry** me  
And I knew for sure  
I was loved  
If I could get another chance  
Another walk  
Another dance with him  
I'd play a song that would never ever end  
How I'd love love love  
To dance with my father again  
When I and my mother  
Would disagree  
To get my way, I would run  
From her to him  
He'd make me **laugh** just to **comfort** me  
yeah yeah  
Then finally make me do  
Just what my mama said  
Later that night, when I was asleep  
He left a dollar under my **sheet**  
Never dreamed that he  
Would be gone from me  
If I could **steal** one final **glance**  
One final step  
One final dance with him  
I'd play a song that would never ever end  
'Cause I'd love love love to  
Dance with my father again

Sometimes I'd listen outside her door  
 And I'd hear how mama would cry for him  
 I'd **pray** for her even more than me  
 I'd pray for her even more than me  
 I know I'm praying for much too much  
 But could you send her  
 The only man she loved  
 I know you don't do it usually  
 But Dear Lord  
 She's **dying** to dance with my father again  
 Every night I fall asleep  
 And this is all I ever dream



**Activity 7**

**Answer the questions below individually.**

*Jawablah pertanyaan di bawah ini secara individu!*

1. Who are the song's targeted listeners? Explain the reasons.	<hr/> <hr/>
2. What is the song about? Mention the key words that help you to think so.	<hr/> <hr/>
3. Why do you think the song is composed?	<hr/> <hr/>
4. What can cause the innocence of a child to be removed?	<hr/> <hr/>
5. Why are the prayers more for the mother than for the father?	<hr/> <hr/>



### Activity 8

**Read the song lyrics below, watch the video, and practice your pronunciation.**

*Bacalah lirik lagu di bawah ini! Tontonlah videonya! Latihlah pengucapan yang benar!*

'Mother Like Mine' represents the love from the three members of the band, K, R, and N Perry, who are siblings.

This song is in 'Pioneer,' the second studio album by American country music group The Band Perry. It was released on April 2, 2013, via Republic Records. It is a deluxe edition with four bonus tracks, and a special red album cover with an autograph from each band member was made available at Target stores the same day. The Band Perry co-wrote nine of the album's twelve tracks.

The video is available on:

[https://bit.ly/MotherLikeMine\\_L4S2GAD](https://bit.ly/MotherLikeMine_L4S2GAD)

[https://www.youtube.com/watch?v=R1UfDysJZmQ&ab\\_channel=TheBandPerryVEVO](https://www.youtube.com/watch?v=R1UfDysJZmQ&ab_channel=TheBandPerryVEVO)

#### The Band Perry Lyrics

##### "Mother Like Mine"

She's the sky that holds the clouds  
She's the lady of the house  
A blind believer in all I dare to be

There's no safer place I've found  
Than the shoulder of her white nightgown  
Oh, I've got the best and the worst of her in  
me

And I'd share her if I could

So the wars would all be over  
'Cause she'd raise us all as friends  
And no one would ever wonder  
If somebody wanted them

We'd walk on grass that's greener  
And our cares would all be freer  
If the world had a mother like mine

Tonight would be easier  
And our dreams would all be deeper  
If the world had a mother like mine

Don't go away  
Don't go away from me  
Oh I understand  
She is a helping hand  
Still, I have to say

She's the sky that holds the clouds  
She's the lady of our house  
We all need her  
But no one more than me

Oh, the wars would all be over  
'Cause she'd raise us all as friends  
And no one would ever wonder  
If somebody wanted them

She's our father's one great love  
 She's the one he wanted most  
 She's the light in the window of the house I  
 grew up in

She takes the midnight call  
 She's the bravest of us all  
 Still, she sings in the garden  
 She lets her hair down in

Oh, the wars would all be over  
 'Cause she'd raise us all as friends  
 And no one would ever wonder  
 If somebody wanted them

We'd walk on grass that's greener  
 And the dishes would all be cleaner  
 If the world had a mother like mine

Oh like mine

Song Lyrics Source:

[https://bit.ly/MotherLikeMine\\_L4S2GAD](https://bit.ly/MotherLikeMine_L4S2GAD)

<https://www.azlyrics.com/lyrics/bandperry/motherlikemine.html>



### Activity 9

Answer the questions below individually.

*Jawablah pertanyaan-pertanyaan di bawah ini!*

1. What are the people in the picture doing?	_____
2. How many female member/s does the band have?	_____
3. What do you think how the composer feels during the composing process?	_____
4. What feeling do you have after reading the lyrics or listening to the song?	_____
5. What does the song possibly tell us about?	_____



6. What message does 'Mother like mine' phrase try to tell?	_____
7. When was the song launched?	_____
8. Who produced the album?	_____
9. Who is the singer?	_____
10. What feeling may a singer have when they sing this song?	_____



### Activity 10

**There are some sentences in the table. Find the parts of the song lyrics that share the same meaning.**

*Ada beberapa kalimat di dalam tabel. Temukan bagian-bagian dari lirik lagu yang memiliki makna yang sama!*

NO	SENTENCES	PARTS OF THE SONG LYRICS
1	Mother has her authoritative power.	
2	Hugging her always makes me at peace.	
3	Mother adores her child regardless of other people's opinions.	

4	As a child, I have inherited parts of my parents' gens.	
5	I wish other children had my mother as their moms.	
6	Education at home from a mother is a start of universal peace.	
7	Having a mother makes life better.	
8	My mother is the center of attention.	
9	A mother does everything for her child.	
10	The presence of a mother supports us in facing the challenges.	

## Let's Check



There are some sentences in the table. Find the parts of the song lyrics that share the same meaning.

Ada beberapa kalimat di dalam tabel. Temukan bagian-bagian dari lirik lagu yang memiliki makna yang sama!

### EYE OF THE TIGER

Written by Frankie Sullivan & Jim Peterik)

Performed by Survivor Band

Rising up, back on the street  
Did my time, took my chances  
Went the distance, now I'm back on my feet  
Just a man and his will to survive

So many times, it happens too fast  
You trade your passion for glory  
Don't lose your grip on the dreams of the  
past  
You must fight just to keep them alive

Chorus: It's the eye of the tiger; it's the thrill  
of the fight

Rising up to the challenge of our rival  
And the last known survivor stalks his prey  
in the night  
And he's watching us all with the eye of the  
tiger

Face to face, out in the heat  
Hanging tough, staying hungry  
They stack the odds 'til we take to the street  
For the kill with the skill to survive

Chorus: It's the eye of the tiger; it's the thrill  
of the fight

Rising up to the challenge of our rival

Rising up, straight to the top  
Had the guts, got the glory  
Went the distance, now I'm not gonna stop  
Just a man and his will to survive

Chorus: It's the eye of the tiger; it's the thrill  
of the fight

Rising up to the challenge of our rival  
And the last known survivor stalks his prey  
in the night  
And he's watching us all with the eye of the  
tiger

The eye of the tiger  
The eye of the tiger  
The eye of the tiger  
The eye of the tiger  
The eye of the tiger

The Song Lyrics Source:

[https://bit.ly/EyeOfTheTiger\\_L1S4GAD](https://bit.ly/EyeOfTheTiger_L1S4GAD)

<https://www.azlyrics.com/lyrics/survivor/eyeofthetiger.html>

The Video Source:

[https://bit.ly/EyeOfTheTiger\\_L1S4GAD](https://bit.ly/EyeOfTheTiger_L1S4GAD)

<https://www.youtube.com/watch?v=zpcJdMHQM3>

And the last known survivor stalks his prey  
 in the night  
 And he's watching us all with the eye of the  
 tiger

M&start\_radio=1&t=37&ab\_channel=Lyric  
 Movies

NO	SENTENCES	PARTS OF THE SONG LYRICS
1	I lost once, but now I am doing to do my best.	
2	I am not afraid of anything anymore.	
3	We must be focused on what we want to reach.	
4	We must be alert at all the time.	
5	I have known what to do to reach my dreams.	



**Individually, record your voice reading the lyrics and send it to your teacher.**

*Secara perseorangan, rekam suaramu ketika membaca lirik lagu ini, dan kirimkan rekamannya pada gurumu!*

## Let's Sum up



We can express one message in various ways. Match the definitions with the terms used in conveying a message in different ways.

*Kita dapat mengungkapkan pwsan dalam berbagai cara. Jodohkan definisi dan istilah yang dipakai dalam mengungkapkan pesan dalam berbagai cara!*

TERMS		Mengungkapkan pesan dengan cara lain dapat dengan cara menggunakan:
SYNONYMS		Penggambaran atas sesuatu
ANTONYMS		Penggunaan kalimat dengan makna sama namun kata-kata yang berbeda
PARAPHRASE		Kata-kata lain yang memiliki makna yang sama
DESCRIBING		Penggunaan kalimat yang menggunakan variasi kata tidak dan lawan kata

## Let's Reflect



Tick the best picture that describes your answer.

*Centanglah gambar dan deskripsinya yang menggambarkan jawabanmu!*

### WHAT DO YOU THINK OF THE LESSON?



I don't enjoy the lesson.

\_\_\_\_\_



The lesson is nice.

\_\_\_\_\_



I love the lesson so much.

\_\_\_\_\_

### CAN YOU UNDERSTAND THE SONG LYRICS WELL?



I am completely lost.

\_\_\_\_\_



Hmmmmm

\_\_\_\_\_



Crystal clear.

\_\_\_\_\_

## Answer Key

### LET'S GET READY

<p style="text-align: center;"><b><u>Picture 1</u></b></p> <ol style="list-style-type: none"> <li>1. The event is going to school or going home from school.</li> <li>2. The relationships among the people in the uniforms are schoolmates.</li> <li>3. The situation indicates a restless waiting time.</li> <li>4. My going to school or going home from school, or My Dad's going to the office and going home from the office share the same situation.</li> </ol>	<p style="text-align: center;"><b><u>Picture 2</u></b></p> <ol style="list-style-type: none"> <li>1. The event is going to a doctor or being hospitalized.</li> <li>2. The relationships among the people are a doctor – a patient, and a mother and son relationship.</li> <li>3. The situation indicates happiness and relief as the patient has been cured or healthy and may go home.</li> <li>4. Getting cured and healthy, finding lost stuff may bring the same feeling of relief.</li> </ol>
<p style="text-align: center;"><b><u>Picture 3</u></b></p> <ol style="list-style-type: none"> <li>1. The event is studying in a classroom.</li> <li>2. The relationship is a teacher and a student relationship.</li> <li>3. The situation indicates a happy studying moment.</li> <li>4. My class with my English teacher is as fun as it is.</li> </ol>	<p style="text-align: center;"><b><u>Picture 4</u></b></p> <ol style="list-style-type: none"> <li>1. The event is graduation.</li> <li>2. The relationship is between siblings.</li> <li>3. The situation indicates a happy and proud moment. It shows the closeness among the siblings.</li> <li>4. Birthday events, class promotions share the same situation.</li> </ol>
<p style="text-align: center;"><b><u>Picture 5</u></b></p> <ol style="list-style-type: none"> <li>1. The event is losing a match or a game.</li> <li>2. The relationship among the people are the members or players of a football team.</li> <li>3. The situation indicates a sad moment.</li> <li>4. Losing a competition or getting a bad score brings sadness and disappointment as well to me.</li> </ol>	<p style="text-align: center;"><b><u>Picture 6</u></b></p> <ol style="list-style-type: none"> <li>1. The event is playing in the rain.</li> <li>2. The relationship can be among friends or siblings, or relatives.</li> <li>3. The situation indicates a happy playing moment.</li> <li>4. My family holiday and dinner have a sense of happiness.</li> </ol>

## LET'S STUDY

### Activity 1

-

### Activity 2

1. It is the picture of a cassette album of a singer.
2. There are 14 songs in that album.
3. Luther VanDross is the singer.
4. There are some other voices in addition to Luther VanDross' as there are backing vocals.
5. It talks about the happy moment shared between a father and a child.
6. The 'Dance with My Father' phrase may refer to the wedding dance, usually during the wedding party.
7. The song was launched on June 10, 2003.
8. J Records launched the album.
9. The singer may feel happy or even sad, depending on the situation of the singer.
10. 'Yes, I have because we both love dangdut song so that when there is a dangdut performance, then we go together there' or 'No, I haven't because it is not common for the Indonesian people to dance with their father.'

### Activity 3

-

### Activity 4

No	Lyrics
1	My father would lift me high
2	And dance with my mother and me Dance with my father Another dance with him
3	Spin me around 'till I fell asleep
4	Then up the stairs, he would carry me
5	I'd play a song that would never never end
6	When I and my mother would disagree
7	To get my way, I would run from her to him
8	He would make me laugh
9	just to comfort me
10	He left a dollar under my sheet
11	Never dreamed that he would be gone from me
12	Sometimes I'd listen outside her door



	And I'd hear
<b>13</b>	And I'd hear how my mama would cry for him
<b>14</b>	Every night I fall asleep And this is all I ever dream

### Activity 5

1. sheet
2. innocence
3. laugh
4. disagree
5. comfort
6. remove
7. glance
8. step
9. send
10. pray

### Activity 6

-

### Activity 7

1. The song's targetted listeners are people at any age, yet teenagers and adults can understand the songs more.
2. The song is about the loss of a father and how the singer misses him, as shown by the fact that messages are telling that the relationships were so close and after the father passed away, the family grieved and missed him very much. The family looks forward to the possibility of meeting him again.
3. The song has been composed as a symbol of love for a father and a symbol of the loss.
4. The innocence of a child can be removed as, during growing up. Someone may make mistakes and think more of benefits or funs that sometimes violate rules and regulations.
5. The prayers are more for the mother than for the father because the mother is still alive and is more suffering for the loss while the father has been in peace.

### Activity 8

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### Activity 9

1. The people in the picture are the band members.
2. There is only one female member.
3. The composer may feel pride and love for the mother during the writing process.
4. 'I feel happy as I can see my mother, who is also the best for me' or 'I feel sad as my mother is not with me anymore.'
5. The song talks about how the composer's mother loves them, does many things for them, and how she runs her life.
6. The 'Mother Like Mine' tries to tell that every mother must be like their mother as they considered her the best.
7. The song was launched on April 2, 2013.
8. 'Republic Records' produced the album
9. The singer is a band named 'The Band Perry' as the members come from the same family with 'Perry' as their last name. They are the three siblings; K, R, and N Perry.
10. The singers may feel happy and proud as their mother was like perfect.

### Activity 10

NO	SENTENCES	PARTS OF THE SONG LYRICS
1	Mother has her own authoritative power.	She's the sky that holds the clouds She's the lady of the house
2	Hugging her always makes me at peace.	There's no safer place I've found Than the shoulder of her white nightgown
3	Mother adores her child regardless of other people's opinions.	A blind believer in all I dare to be
4	As a child, I have inherited parts of my parents' gens.	Oh, I've got the best and the worst of her in me
5	I wish other children had my mother as their moms.	And I'd share her if I could If the world had a mother like mine
6	Education at home from a mother is a start of universal peace.	So the wars would all be over 'Cause she'd raise us all as friends
7	Having a mother makes life better.	We'd walk on grass that's greener And our cares would all be freer She is a helping hand

		We'd walk on grass that's greener And the dishes would all be cleaner Tonight would be easier And our dreams would all be deeper
8	My mother is the center of attention.	She's our father's one great love She's the one he wanted most She's the light in the window of the house I grew up in
9	A mother does everything for her child.	She takes the midnight call She's the bravest of us all Still, she sings in the garden She let's her hair down in
10	The presence of a mother is needed.	We all need her But no one more than me

### LET'S CHECK

#### A

NO	SENTENCES	PARTS OF THE SONG LYRICS
1	I lost once, but now I am doing to do my best.	Rising up, back on the street Did my time, took my chances Went the distance, now I'm back on my feet
2	I am not afraid of anything anymore	Rising up, straight to the top Had the guts, got the glory Went the distance, now I'm not gonna stop Just a man and his will to survive
3	We must be focused on what we want to reach.	Don't lose your grip on the dreams of the past You must fight just to keep them alive
4	We must be alert at all the time.	It's the eye of the tiger; it's the thrill of the fight Rising up to the challenge of our rival And the last known survivor stalks his prey in the night And he's watching us all with the eye of the tiger
5	I have known what to do to reach my dreams.	They stack the odds 'til we take to the street For the kill with the skill to survive

#### B

POINT	91-100	75-89	50-74
<b>Pronunciation</b>	The pronunciation of each word is	The pronunciation of each word is generally	The pronunciation of each word is frequently

	acceptable, clear, and easy to understand.	acceptable, clear, and easy to understand.	not acceptable, clear, and easy to understand.
<b>Emphasis</b>	The stress of each word and or sentence part is acceptable and proper.	The stress of each word and or sentence part is, generally, acceptable and proper.	The stress of each word and or sentence part is frequently not acceptable and proper.
<b>Tone</b>	The tone of each sentence is correct and clear.	The tone of each sentence is generally correct and clear.	The tone of each sentence is frequently not correct and clear.

### Rubrik Penilaian Pengucapan

POINT	91-100	75-89	50-74
<b>Pelafalan</b>	Pelafalan bunyi jelas dan tepat, terkadang masih ada sedikit kesalahan.	Pelafalan bunyi secara mayoritas sudah jelas dan tepat namun masih diwarnai banyak kesalahan.	Pelafalan bunyi masih banyak kesalahan.
<b>Tekanan kata atau frasa</b>	Tekanan pada suku kata tepat, terkadang masih ada sedikit kesalahan.	Tekanan pada suku kata mayoritas sudah tepat namun masih diwarnai banyak kesalahan.	Tekanan pada suku kata tepat masih banyak kesalahan.
<b>Tone</b>	Tone naik turun dari setiap kalimat sudah benar dan hanya ada sedikit kesalahan.	Tone naik turun dari setiap kalimat mayoritas sudah tepat namun masih diwarnai banyak kesalahan.	Tone naik turun dari setiap kalimat masih banyak kesalahan.

### LET'S SUM UP



**You can continue to the next lesson when you can do at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friend or parents.**

# Evaluasi



## Part 1

Read the lyrics and choose the best answer for each number.

### LA LA LA THAT'S HOW IT GOES

[https://bit.ly/LaLaLaThatIsHowItGoes\\_E1GAD](https://bit.ly/LaLaLaThatIsHowItGoes_E1GAD)  
([https://www.youtube.com/watch?v=43FgE6uCyLw&ab\\_channel=HONNE](https://www.youtube.com/watch?v=43FgE6uCyLw&ab_channel=HONNE))

By  
HONNE

I won't give up on you  
If you will never give up on me  
Anytime that you're off the beat  
I'll put you on the groove and in key  
I'm following you  
If you are always following me  
Anytime that you hum it wrong  
I'll help you sing the right melody  
It goes  
La la la, la la la la la – 2X  
Ooh, ooh  
That's how it goes  
If things go bad for you  
Then things are going bad for me  
We're in the same together  
I couldn't think of a better team  
And when the world gets heavy  
The weight has got you down on your knees  
It's okay to say Fun word  
If you just remember this melody

It goes  
La la la, la la la la la – 2X  
Ooh, ooh  
It goes  
La la la, la la la la la – 2X  
Ooh, ooh  
That's how it goes  
When the cloud's above your head  
And the sun's not breaking through  
You know I'll be there  
To sing this song for you  
And it goes  
  
La la la, la la la la la  
La la la, la la la la la (oh)  
That's how it goes  
La la la, la la la la la (that's how it goes) – 6X  
Source: Musixmatch  
Songwriters: James William Hatcher / Andrew  
Peter Clutterbuck

<b>1. What is the tone of the song above?</b>			
A. Happy	B. Sad	C. Angry	D. Lazy
<b>2. The lines 'When the cloud's above your head - And the sun's not breaking through' means ...</b>			
A. A great time	B. A dreamed moment	C. A gloomy situation	D. A right time
<b>3. What does the 'better team' in the line 'I couldn't think of a better team' mean?</b>			
A. The sport team	B. The band	C. The two friends	D. We all.
<b>4. The song is about ...</b>			
A. strong friendship	B. good life	C. beautiful melody	D. going out together
<b>5. The line that shows the feeling of frustration is ...</b>			
A. I'll put you on the groove and in key.	B. That's how it goes.	C. We're in the same together.	D. The weight has got you down on your knees.



## Part 2

Read the song lyrics and answer the questions.

Blake Shelton's Song Lyrics Entitled:  
**"The Baby"**

Writers: Harley Allen, Michael White

Song lyric source: [https://bit.ly/TheBaby\\_E2GAD](https://bit.ly/TheBaby_E2GAD)

<https://www.azlyrics.com/lyrics/blakeshelton/thebaby.html>

My brother said that I  
was rotten to the core.  
I was the youngest child,  
so I got by with more.

I guess she was tired by  
the time I came along.  
She'd laugh until she cried,  
I could do no wrong.  
She would always save me,  
because I was her baby.

I worked in a factory in Ohio,  
a shrimp boat in the Bayou,  
I drove a truck in Birmingham.  
Turned 21 in Cincinnati,  
I called home to mom and daddy,  
I said, "Your boy is now a man."  
She said, "I don't care if you're 80,  
you'll always be my baby."

She loved that photograph,  
of our whole family.  
She'd always point us out,  
for all her friends to see.

That's Greg; he's doing great,  
he really loves his job.  
And Ronnie with his two kids,  
how about that wife he's got.  
And that one's kinda crazy,  
but that one is my baby.

I got a call in Alabama,  
said come on home to Louisiana  
and come as fast as you can fly.  
Cause your momma really needs you,  
and says she's got to see you,  
she might not make it through the night.  
The whole way, I drove 80  
so she could see her baby.

She looked like she was sleeping  
and my family had been weeping  
by the time that I got to her side.  
And I knew that she'd been taken,  
and my heart - it was breaking,  
I never got to say goodbye.

I softly kissed that lady  
and cried, just like a baby.

1. What is the theme of the song?  
\_\_\_\_\_
2. What does the title 'My Baby' mean?  
\_\_\_\_\_
3. What does '80' in the line 'The whole way, I drove 80' refer to?  
\_\_\_\_\_
4. Who are Greg and Roger?  
\_\_\_\_\_
5. Do the songs in Part 1 and Part 2 share the same purposes? Explain the reasons.  
\_\_\_\_\_



### Part 3

**Individually, retell the content of one of the songs.**

*Secara perseorangan, ceritakan mengenai persamaan dan atau perbedaan antara lagu: 'La La La That's How It Goes' dan 'The Baby!'*

By \_\_\_\_\_

Names : \_\_\_\_\_

Class : \_\_\_\_\_



### Part 4

**Individually, record you reading one of the song lyrics. Send the file to your teacher.**

*Secara perseorangan, rekam suaramu membaca salah satu lirik lagu antara lagu. Kirimkan atau berikan filenya pada gurumu.*





# Kunci Jawaban Evaluasi

## Part 1

1. A
2. C
3. C
4. A
5. D

## Part 2

1. It is about the love or connection between a mother and her sons, especially the youngest son.
2. The youngest was the closest to the mother, or he might be the apple of the mother's eye.
3. The speed of the youngest child's car reached 80 miles or kilometers per hour.
4. The brothers of the youngest child/the singer.
5. Both songs may have the same purpose that is to entertain the listener. However, the song in Part 1 is about the connection between friends, while the song in Part 2 is about a mother and her son. Besides, the first song talks more about loyalty and supporting each other. The second song was written to show the love of a child to a mother and to remind us that we must try to meet and make our parents happy before it is too late to do due to death or Parkinson, or other situations.

Rubric for Part 1 and Part 2 : One correct answer has a score of 10.

The total score for Part 1 and 2 : True answers X 10 = The Total Mark/Score

## Part 3

Accept any possible answers. Here are some possible ones.

First song – ‘La La La That’s How It Goes’

The song tells us about a strong relationship among friends or siblings, or family members who support each other. The singer is the one who emphasizes that the other party does not necessarily give up as the singer is always ready to help or to listen. The bad or hard time will be solved as they can work together to find a way or an answer.

Second Song – ‘The Baby’

The song is about a son who describes the love of his mother towards him. He is the apple of her mother's eyes, and even the siblings know about it, and they do not have any problem with that as they love him as well. He works far away and is rarely able to visit, but then his mother passes away, and he tells his effort and regret to be at home.

## Writing Rubric

POINT	91-100	75-89	50-74
<b>Content</b>	The content is clear and covers all points mentioned with only minor mistakes.	The content is quite clear and covers general points mentioned with some minor mistakes.	The content is not complete and differs from the song lyrics.
<b>Grammar</b>	The writing is written with correct grammar and only a few mistakes.	The writing is written mostly with correct grammar and only some mistakes.	The writing is written with poor grammar and mistakes.
<b>Clarity</b>	The writing is clearly and cohesively written.	The writing has some unclear or jumpy parts.	The writing is a little bit difficult to understand

## Part 4

### Pronunciation Rubric

POINT	91-100	75-89	50-74
<b>Pronunciation</b>	The pronunciation of each word is acceptable and clear.	The pronunciation of each word is generally acceptable and clear.	The pronunciation of each word is frequently not acceptable and clear.
<b>Emphasis</b>	The stress of each word and or sentence part is acceptable and clear.	The stress of each word and or sentence part is generally acceptable and clear.	The stress of each word and or sentence part is frequently not acceptable and clear.
<b>Tone</b>	The tone of each sentence is correct and clear.	The tone of each sentence is generally correct and clear.	The tone of each sentence is frequently not correct and clear.

Pedoman Penskoran:

(Part 1 + Part 2) : 2 = The Total Mark/Score

**You can continue to the next lesson when you can do at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friend or parents.**



# Glosarium

No	Words	Parts of Speech	Meanings
1.	alive	adjective	hidup
2.	belief	noun	keyakinan, kepercayaan
3.	believe	verb	percaya
4.	borrow	verb	meminjam
5.	bread	noun	roti
6.	breath	noun	nafas
7.	breathe	verb	bernafas
8.	bright	adjective	terang, cerah
9.	brighten	verb	mencerahkan
10.	bunch	noun	kelompok
11.	business	noun	urusan
12.	carry	verb	membawa, menggendong
13.	catch	noun, verb	tangkapan, menangkap
14.	certain	adjective	tertentu
15.	challenge	verb, noun	menantang, tantangan
16.	chance	noun	kesempatan, peluang
17.	choice	noun	pilihan
18.	choose	verb	memilih
19.	clue	noun	petunjuk
20.	comfort	verb	menenangkan
21.	coursing	adjective	mengalir
22.	cut	verb	memotong, membolos
23.	dance	verb, noun	menari, tarian
24.	death	noun	kematian
25.	defeat	verb	mengalahkan
26.	distance	noun	jarak

27.	dream	noun, verb	impian, cita-cita, bermimpi
28.	dying	adjective	sekarat, ingin sekali
29.	fight	verb, noun	melawan, perkelahian
30.	force	noun	tenaga/daya
31.	glance	noun	pandangan sekilas
32.	glory	noun	kemenangan, kejayaan
33.	goal	noun	tujuan
34.	grip	noun	genggaman, pegangan
35.	grip	verb	menggenggam, memegang
36.	heat	noun	panas
37.	heaven	noun	surga
38.	heed	verb	mengindahkan
39.	hope	noun, verb	harapan, berharap
40.	hunger	noun	kelaparan
41.	hungry	adjective	lapar
42.	incline	verb	arahkan
43.	innocence	noun	kepolosan
44.	innocent	adjective	polos
45.	knowledge	noun	pengetahuan
46.	laugh	verb	tertawa
47.	lend	verb	meminjamkan
48.	lift	verb	mengangkat
49.	long for	verb	inginkan, dambakan
50.	ocean	noun	lautan
51.	odd	adjective	ganjil
52.	order	noun	perintah
53.	pale	adjective	pucat
54.	passion	noun	hasrat, keinginan

55.	path	noun	jalur, arah
56.	pathetic	adjective	menyedihkan
57.	people	noun	orang-orang
58.	person	noun	orang
59.	pray	verb	berdoa
60.	prayer	noun	doa
61.	pretend	verb	berpura-pura
62.	quit	verb	berhenti
63.	race	verb, noun	berlomba, perlombaan
64.	racer	noun	pembalap
65.	raise	verb	membesarkan
66.	reach	verb, noun	meraih, jangkauan
67.	realize	verb	menyadari
68.	remove	verb	menghapus
69.	rise up	verb	bangkit
70.	rival	noun	lawan
71.	scared	adjective	merasa ketakutan
72.	science	noun	ilmu
73.	sheet	noun	sprei, lembaran
74.	skill	noun	keterampilan
75.	spin	verb	berputar
76.	stair	noun	anak tangga
77.	steal	verb	mencuri
78.	strength	noun	kekuatan
79.	survive	verb	bertahan/menyelamatkan diri
80.	tight	adjective	keras, kencang
81.	tough	adjective	tabah
82.	trade	noun	perdagangan



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## SONG LYRICS AND CHORD SOURCES

### LESSON 1

- Reach for The Stars – Thailand Version** [https://bit.ly/ReachForTheStars\\_L1S1GAD](https://bit.ly/ReachForTheStars_L1S1GAD)  
<https://lyricsalls-v1.blogspot.com/2018/08/lirik-jannine-weigel-meraih-bintang.html>  
[https://bit.ly/ReachForTheStars\\_L1S2GAD](https://bit.ly/ReachForTheStars_L1S2GAD)
- Reach for The Stars – Taiwan Version** [https://www.smule.com/song/mandarin-english-ver-jason-chen-asian-games-2018-reach-stars-meraih-bintang-%E5%BF%83%E6%AF%94%E5%A4%A9%E9%AB%98-english-mandarin-ve/7222159\\_7222159/arrangement](https://www.smule.com/song/mandarin-english-ver-jason-chen-asian-games-2018-reach-stars-meraih-bintang-%E5%BF%83%E6%AF%94%E5%A4%A9%E9%AB%98-english-mandarin-ve/7222159_7222159/arrangement)  
[https://bit.ly/ReachForTheStars\\_L1S3GAD](https://bit.ly/ReachForTheStars_L1S3GAD)
- Meraih Bintang** <https://www.kompas.com/hype/read/2020/06/23/151455966/lirik-dan-chord-lagu-meraih-bintang-dari-via-vallen-lagu-tema-asian-games>  
[https://bit.ly/EyeOfTheTiger\\_L1S4GAD](https://bit.ly/EyeOfTheTiger_L1S4GAD)
- Eye of the Tiger** <https://www.azlyrics.com/lyrics/survivor/eyeofthetiger.html>
- Bagimu Negeri** <https://tokoh.id/biografi/1-ensiklopedi/pencipta-lagu-bagimu-negeri/>

### LESSON 2

- We are Unity** [https://bit.ly/WeAreUnity\\_L2S1GAD](https://bit.ly/WeAreUnity_L2S1GAD)  
[https://www.youtube.com/watch?v=lZWe6gjVfUs&ab\\_channel=SAI\\_OFFICIAL](https://www.youtube.com/watch?v=lZWe6gjVfUs&ab_channel=SAI_OFFICIAL)
- We are the World – Lyrics** [https://bit.ly/WeAreTheWorld\\_L2S2GAD](https://bit.ly/WeAreTheWorld_L2S2GAD)  
<https://www.azlyrics.com/lyrics/michaeljackson/weretheworldusaforafrica.html>
- We are the World - Chords** <https://tabs.ultimate-guitar.com/tab/usa-for-africa/we-are-the-world-chords-761927>

### LESSON 3

- I'll Make A Man Out of You** [https://bit.ly/IWillMAkeAManOutOfYou\\_L3S1GAD](https://bit.ly/IWillMAkeAManOutOfYou_L3S1GAD)  
<https://www.azlyrics.com/lyrics/donnyosmond/illmakeamanoutofyou.html>
- Friend Like Me** [https://bit.ly/FriendLikeMe\\_L3S2GAD](https://bit.ly/FriendLikeMe_L3S2GAD)  
<https://www.azlyrics.com/lyrics/willsmith/friendlikeme.html>
- Waiting Room** [https://bit.ly/WaitingRoom\\_L3S3GAD](https://bit.ly/WaitingRoom_L3S3GAD)  
<https://www.azlyrics.com/lyrics/fugazi/waitingroom.html>

### LESSON 4

- Dance With My Father** [https://bit.ly/DanceWithMyFather\\_L4S1GAD](https://bit.ly/DanceWithMyFather_L4S1GAD)  
<https://www.azlyrics.com/lyrics/luthervandross/dancewithmyfather.html>
- Mother Like Mine** [https://bit.ly/MotherLikeMine\\_L4S2GAD](https://bit.ly/MotherLikeMine_L4S2GAD)  
<https://www.azlyrics.com/lyrics/bandperry/motherlikemine.html>
- Eye of The Tiger** [https://bit.ly/EyeOfTheTiger\\_L1S4GAD](https://bit.ly/EyeOfTheTiger_L1S4GAD)  
<https://www.azlyrics.com/lyrics/survivor/eyeofthetiger.html>

### EVALUATION

**La La La That's  
How It Goes  
The Baby**

[https://bit.ly/LaLaLaThatIsHowItGoes\\_E1GAD](https://bit.ly/LaLaLaThatIsHowItGoes_E1GAD)

[https://bit.ly/TheBaby\\_E2GAD](https://bit.ly/TheBaby_E2GAD)
















## VIDEO SOURCES

LESSON 1	
<b>Reaching for the Star</b>	<a href="https://bit.ly/ReachForTheStars_L1S1GAD">https://bit.ly/ReachForTheStars_L1S1GAD</a> <a href="https://www.youtube.com/watch?v=jVOIXqWEmKg&amp;ab_channel=ProjectLaguIndonesia">https://www.youtube.com/watch?v=jVOIXqWEmKg&amp;ab_channel=ProjectLaguIndonesia</a>
<b>We are the World</b>	<a href="https://www.youtube.com/watch?v=M9BNoNFKCBI&amp;ab_channel=kamikatze07">https://www.youtube.com/watch?v=M9BNoNFKCBI&amp;ab_channel=kamikatze07</a>
<b>Moments</b>	<a href="https://www.youtube.com/watch?v=ss58iFw7dK8&amp;ab_channel=%EC%9D%B8%EB%94%94%EC%9D%8C%EC%95%85">https://www.youtube.com/watch?v=ss58iFw7dK8&amp;ab_channel=%EC%9D%B8%EB%94%94%EC%9D%8C%EC%95%85</a>
<b>Reach for The Stars – Thailand Version</b>	<a href="https://bit.ly/ReachForTheStars_L1S2GAD">https://bit.ly/ReachForTheStars_L1S2GAD</a> <a href="https://www.youtube.com/watch?v=lLy5BqK8GmM&amp;ab_channel=Alutfis">https://www.youtube.com/watch?v=lLy5BqK8GmM&amp;ab_channel=Alutfis</a>
<b>Reach for The Stars – Taiwan Version</b>	<a href="https://www.youtube.com/watch?v=5ssbivLAY7Q&amp;ab_channel=TolongKita">https://www.youtube.com/watch?v=5ssbivLAY7Q&amp;ab_channel=TolongKita</a>
<b>Meraih Bintang</b>	<a href="https://bit.ly/ReachForTheStars_L1S3GAD">https://bit.ly/ReachForTheStars_L1S3GAD</a> <a href="https://www.youtube.com/watch?v=1ak17RxcqBQ&amp;ab_channel=18thAsianGames2018">https://www.youtube.com/watch?v=1ak17RxcqBQ&amp;ab_channel=18thAsianGames2018</a>
<b>Eye of the Tiger</b>	<a href="https://bit.ly/EyeOfTheTiger_L1S4GAD">https://bit.ly/EyeOfTheTiger_L1S4GAD</a> <a href="https://www.youtube.com/watch?v=zpcJdMHQM3M&amp;list=RDzpcJdMHQM3M&amp;start_radio=1&amp;t=37&amp;ab_channel=LyricMovies">https://www.youtube.com/watch?v=zpcJdMHQM3M&amp;list=RDzpcJdMHQM3M&amp;start_radio=1&amp;t=37&amp;ab_channel=LyricMovies</a>
<b>Bagimu Negeri</b>	<a href="https://tokoh.id/biografi/1-ensiklopedi/pencipta-lagu-bagimu-negeri/">https://tokoh.id/biografi/1-ensiklopedi/pencipta-lagu-bagimu-negeri/</a>
LESSON 2	
<b>We are Unity</b>	<a href="https://bit.ly/WeAreUnity_L2S1GAD">https://bit.ly/WeAreUnity_L2S1GAD</a> <a href="https://www.youtube.com/watch?v=lZW6gjVfUs&amp;ab_channel=SAI_OFFICIAL">https://www.youtube.com/watch?v=lZW6gjVfUs&amp;ab_channel=SAI_OFFICIAL</a>
<b>We are the World</b>	<a href="https://bit.ly/WeAreTheWorld_L2S2GAD">https://bit.ly/WeAreTheWorld_L2S2GAD</a> <a href="https://www.youtube.com/watch?v=4M7c-JOnPdw&amp;ab_channel=UnitedInSong">https://www.youtube.com/watch?v=4M7c-JOnPdw&amp;ab_channel=UnitedInSong</a>
LESSON 3	
<b>I'll Make A Man Out of You</b>	<a href="https://bit.ly/IWillMakeAManOutOfYou_L3S1GAD">https://bit.ly/IWillMakeAManOutOfYou_L3S1GAD</a> <a href="https://www.youtube.com/watch?v=TVcLifSC4OE&amp;ab_channel=Disney">https://www.youtube.com/watch?v=TVcLifSC4OE&amp;ab_channel=Disney</a>
<b>Friend Like Me</b>	<a href="https://bit.ly/FriendLikeMe_L3S2GAD">https://bit.ly/FriendLikeMe_L3S2GAD</a> <a href="https://www.youtube.com/watch?v=1at7kKzBYxI">https://www.youtube.com/watch?v=1at7kKzBYxI</a>
<b>Waiting Room</b>	<a href="https://bit.ly/WaitingRoom_L3S3GAD">https://bit.ly/WaitingRoom_L3S3GAD</a> <a href="https://www.youtube.com/watch?v=cMOAXm94VWo&amp;ab_channel=ekphoric">https://www.youtube.com/watch?v=cMOAXm94VWo&amp;ab_channel=ekphoric</a>
LESSON 4	
<b>Dance With My Father</b>	<a href="https://bit.ly/DanceWithMyFather_L4S1GAD">https://bit.ly/DanceWithMyFather_L4S1GAD</a> <a href="https://www.youtube.com/watch?v=wmDxJrggie8&amp;ab_channel=LutherVandrossVEVO">https://www.youtube.com/watch?v=wmDxJrggie8&amp;ab_channel=LutherVandrossVEVO</a>
<b>Mother Like Mine</b>	<a href="https://bit.ly/MotherLikeMine_L4S2GAD">https://bit.ly/MotherLikeMine_L4S2GAD</a>












	<a href="https://www.youtube.com/watch?v=R1UfDysJZmQ&amp;ab_channel=TheBandPerryVEVO">https://www.youtube.com/watch?v=R1UfDysJZmQ&amp;ab_channel=TheBandPerryVEVO</a>
<b>Eye of The Tiger</b>	<a href="https://bit.ly/EyeOfTheTiger_L1S4GAD">https://bit.ly/EyeOfTheTiger_L1S4GAD</a> <a href="https://www.youtube.com/watch?v=zpcJdMHQM3M&amp;list=RDzpcJdMHQM3M&amp;start_radio=1&amp;t=37&amp;ab_channel=LyricMovies">https://www.youtube.com/watch?v=zpcJdMHQM3M&amp;list=RDzpcJdMHQM3M&amp;start_radio=1&amp;t=37&amp;ab_channel=LyricMovies</a>
<b>EVALUATION</b>	
<b>La La La That's How It Goes</b>	<a href="https://bit.ly/LaLaLaThatIsHowItGoes_E1GAD">https://bit.ly/LaLaLaThatIsHowItGoes_E1GAD</a>
<b>The Baby</b>	<a href="https://bit.ly/TheBaby_E2GAD">https://bit.ly/TheBaby_E2GAD</a>
















# Daftar Gambar

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	Koleksi Pribadi
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 Luther Vandross – Dance With My Father Etichetta: J Records – 82876-51885-4 Formato: Cassette, Album Paese: US Uscita: 10 Jun 2003 Generi: Hip Hop, Funk / Soul, Pop Stile: Soul, Vocal, Contemporary R&B	<a href="https://www.discogs.com/it/release/10582412-Dance-With-My-Father/images">https://www.discogs.com/it/release/10582412-Dance-With-My-Father/images</a>
<small>A7 Dance With My Father Backing Vocals – Brenda White-King, Cindy Mizelle, Clary Houston, Khadija Monammi, Teatra Igler Mastered (Additional) – Skip Anderson Mastered (SAC) – Steve Prohmann Sound Designer – Jeff Brusa Written By – Luther Vandross, Richard Marx</small>	<a href="https://www.discogs.com/Luther-Vandross-Dance-With-My-Father/release/10582412">https://www.discogs.com/Luther-Vandross-Dance-With-My-Father/release/10582412</a>

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	<a href="https://www.dreamstime.com/stock-image-girl-listening-door-image12026461">https://www.dreamstime.com/stock-image-girl-listening-door-image12026461</a>

	<a href="https://www.123rf.com/photo_22736949_mourning-woman-looking-at-her-dead-husband-s-photo.html">https://www.123rf.com/photo_22736949_mourning-woman-looking-at-her-dead-husband-s-photo.html</a>
	<a href="https://id.pinterest.com/pin/633952085031583585/">https://id.pinterest.com/pin/633952085031583585/</a>
	<a href="https://www.youtube.com/watch?v=R1UfDysJZmQ&amp;ab_cannel=TheBandPerryVEVO">https://www.youtube.com/watch?v=R1UfDysJZmQ&amp;ab_cannel=TheBandPerryVEVO</a>



Direktorat Sekolah Menengah Pertama  
Direktorat Jenderal Pendidikan Anak Usia Dini,  
Pendidikan Dasar, dan Pendidikan Menengah  
Kementerian Pendidikan dan Kebudayaan RI

